

College of Arts and Sciences

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College of Arts and Sciences Calendar Supplement

All of the dates in the University calendar at the front of this volume apply to all Cornell students. Listed below are some additional dates that are of importance for students in the College of Arts and Sciences.

	Fall	Spring
Deadline for submitting independent major requests (first meeting). Go to 159 Goldwin Smith Hall for further information.	Sept. 9	Feb. 3
Last day for adding courses without petition.	Sept. 23	Feb. 12
Last day for dropping courses without \$10 fee.	Sept. 23	Feb. 12
Last day to petition to accelerate to graduate at the end of the current term.	Sept. 23	Feb. 12
Last day for changing grade option (S-U).	Sept. 23	Feb. 12
Deadline for submitting independent major requests (second meeting).	Oct. 19	March 15
Last day for requesting leave of absence or withdrawal for the current term.	Oct. 28	March 19
Last day for dropping courses without petition.	Oct. 28	March 19
Deadline for requesting permission to study in absentia the following term.	Nov. 1	April 1
Advance course enrollment for the following term	Nov. 2-13	April 12-23
Deadline for applying to the College Scholar Program.		May 4
Deadline for requesting internal transfer to the College of Arts and Sciences for the following term.		July 1

Program of Study

The College of Arts and Sciences at Cornell is a traditional liberal arts college. It is composed of those departments that teach and study the humanities, the basic sciences, the social sciences, and the expressive arts. It is also a college within a university, and this wider community provides strength and diversity not available in an isolated undergraduate institution. Students may draw upon the knowledge and facilities of the professional colleges to

supplement their studies. Finally, the college is a graduate school and research center attracting faculty whose active involvement in writing and research requires first-rate academic facilities, and whose energetic participation in undergraduate teaching brings to their students the most current ideas in modern scholarship. It is this combination of functions that gives the college its distinctive character.

The variety and richness of the curriculum is extraordinary; there is no course that all students must take and there are several hundred from which they may choose. Yet the faculty believe that there should be a recognizable pattern to each student's education.

That pattern includes familiarity with several different modes of thought that are reflected in the natural sciences, the social sciences, and in those achievements of intellect and imagination that are the focus of the humanities and the expressive arts.

In addition to these general areas of knowledge, students study foreign languages, acquire effective writing skills, and concentrate on one particular field to develop, as fully as possible, the powers of imaginative and critical thinking. To accomplish these objectives, the college has certain requirements for graduation.

Summary of Basic College Requirements for Graduation

- 1) Minimum number of courses:** 34 courses
- 2) Freshman Seminar:** Two courses (6 credits).
- 3) Foreign language:** Qualification in two languages, or proficiency in one (0 to 5 courses, depending on placement).
- 4) Distribution:** An approved sequence of courses (6 credits) in each of the four groups listed below:
 - Group 1
 - a. Biological sciences
 - b. Physical sciences
 - Group 2
 - a. Social sciences
 - b. History
 - Group 3
 - a. Humanities
 - b. Expressive arts
 - Group 4
 - a. Mathematics
 - b. A course sequence in one of the subdivisions above that has not been previously used to complete a requirement (see p. 87).
- 5) Major**
- 6) Electives:** 4 or 5 courses (or 15 credits) in courses not used to fulfill other requirements.
- 7) Credits:** A total of 120 credits, of which 100 must be taken in the College of Arts and Sciences.
- 8) Residence:** Eight full-time terms, unless a student can successfully complete the other requirements in fewer than eight terms and is allowed to accelerate graduation.
- 9) Physical education:** Completion of the University requirement (see p. 17).

Ordinarily, a student may not use the same course to fulfill more than one college requirement (see page 87).

Minimum Requirement for Courses and Credit

Students who are first admitted to the College of Arts and Sciences in the fall of 1980 or thereafter must complete at least 34 courses to graduate, that is, four or five courses a semester. Most courses are assigned 3 or 4 credits. Some are assigned 2 credits and count as a half course toward the thirty-four. When single-credit courses form a part of a series (certain offerings in mathematics, biology, and music, for instance) they can be aggregated to count as one-half course. Students must also complete 120 credits, 100 of which must be from courses taken in the College of Arts and Sciences, to earn the Bachelor of Arts degree. Credits earned from advanced placement examinations, courses approved for study in absentia, and courses taken in

other divisions or institutions that are certified by the major adviser as part of a student's major may be counted towards the 100 credits required within the college.

Freshman Seminars

Each semester of their freshman year in the college, students choose a Freshman Seminar from among more than fifty courses offered by over a dozen different departments in the humanities, social sciences, and expressive arts. These courses all share one major purpose: to offer the student practice in writing English prose. They also ensure that all beginning students may have the benefits afforded by a small class.

Language Requirement

The following departments teach languages and/or literature or both: in the College of Arts and Sciences: Africana Studies and Research Center, Asian Studies, Classics, German Literature, Modern Language and Linguistics, Near Eastern Studies, Romance Studies, and Russian Literature.

There are two ways of satisfying the language requirement:

- 1) by attaining *proficiency* in one language or
- 2) by attaining *qualification* in two languages.

Proficiency

Proficiency is attained by passing a specified, one-semester, 200-level course (or by equivalent achievement, to be determined by examination; see below under Advanced Standing Credit).

Qualification

Qualification may be attained in any of the following four ways.

- 1) Three years of high school study in one language. Note, however, that this route to qualification does not guarantee entrance into a 200-level course. The student who wants to continue in this language must be placed by examination.
- 2) Passing the requisite course: 102 or 123 in languages taught by the Department of Modern Languages and Linguistics; NES 102 or 122 in Hebrew; NES 112 in Arabic; Classics 103 or 104 in Greek; Classics 106, 107 or 108 in Latin.
- 3) A score of 560 or better on the CPT (CEEB) examination (a score of 500 in Hebrew).
- 4) Placement in a 200-level course by special examination (in cases where no CPT (CEEB) examination is available).

A student may submit a 560 CPT (CEEB) score at the end of a course numbered 122, thus attaining *qualification* without taking 123. This procedure is optional; the student with a score of 560 or better may want to take 123 in order to be better prepared for the 200-level courses.

Speakers of languages other than English may get credit for their bilingual ability. Their English achievement is measured by the Test of English as a Foreign Language (TOEFL), a requirement for matriculation; their performance in one other language learned outside the academic environment is measured by examination, and evidence for abilities in reading and writing, as well as speaking, is required. A maximum of 6 advanced placement credits are granted to students who demonstrate *proficiency* equivalent to course work at the 200 level or above at Cornell.

Language Course Placement and Credit

Students who have had two or more years of high school study in a language cannot register in any course in that language without being placed by examination. Nor can transfer students register without examination, even though they may have been given credit for language work elsewhere.

The type of examination depends upon the language course and the level of achievement:

- 1) French, German, Hebrew, Italian, Latin 105, Russian, and Spanish courses: CPT, the College Placement Test (CEEB). Entering students who have not taken the CPT (CEEB) in high school and who want to continue their language study have to take the CPT (CEEB) at Cornell during orientation week. Students may retake this examination at Cornell if they have studied the language a year or more since last taking the test. In order to do this, students must register with the Office of Guidance and Testing, 203 Barnes Hall, and pay a fee of \$4.
- 2) Latin (all courses except 105): departmental examination.
- 3) Other languages: special examinations; see professor in charge.
- 4) High achievement (students with a CPT (CEEB) score of 650 or better in French, German, Hebrew, Italian, Russian, and Spanish): The Cornell Advanced Standing Examination (CASE).

A student with high achievement scores should take the Cornell Advanced Standing Examination (CASE). Even if the student does not want to do any further work in the language, the CASE may provide proficiency status for the language requirement and it may provide up to 6 hours of advanced standing credit. Students who do not have high achievement scores are eligible for the courses listed in the charts below, depending on their scores. For other languages, or for special problems, see the professor in charge.

French

CPT (CEEB) Reading Score	Language Courses	Literature Courses
Below 450	121	
450-559	123	
560-649	203	200 211 201
650 and above	Apply for the Cornell Advanced Standing Examination (CASE)	

German

CPT (CEEB) Reading Score	Language Course	Literature Course
Below 450	121	
450-559	123	
560-649	203	201
650 and above	Apply for the Cornell Advanced Standing Examination (CASE)	

Italian

CPT (CEEB) Reading Score	Language Courses	Literature Courses
Below 450	121	
450-559	123	
560-649	203	201
650 and above	Apply for Cornell Advanced Standing Examination (CASE)	

Russian

CPT (CEEB) Reading Score	Language Courses	Literature Courses
Below 450	101 121	
450-559	102 123	
560-649	203	201
650 and above	Apply for Cornell Advanced Standing Examination (CASE)	

Spanish

CPT (CEEB) Reading Score	Language Courses	Literature Courses
Below 450	121	
450-559	123	
560-649	203	201, 212
650 and above	Apply for Cornell Advanced Standing Examination (CASE)	

Latin

CPT (CEEB)

Reading Score	Course Number
Below 450	105
450-559	Placement by Examination
560-649	Apply for the Cornell Advanced Standing Examination (CASE)
650 and above	Apply for the Cornell Advanced Standing Examination (CASE)

Hebrew

CPT (CEEB)

Reading Score	Course Number
Below 425	101, 121
425-499	102, 122
500-649	201, 202, 221, 222
650 and above	Apply for the Cornell Advanced Standing Examination (CASE)

Advanced Standing Credit

Advanced standing credit may be entered on a student's record as follows:

Credit may be granted for high school work for the equivalent of language courses numbered 203, 204. The amount of credit is based on performance on one or more of the following examinations:

- a) CEEB Advanced Placement Examination
French and Spanish: A score of 4 or 5 yields 3 credits on the French or Spanish language examinations and literature examinations.
German: A score of 5 yields 3 credits on the German literature examination: students who achieve a score of 4 will be awarded 3 credits if they earn a grade of B+ or higher in a course in German literature.
Hebrew: A score of 650 on the CPT in Hebrew yields 3 credits in Hebrew. Additional credit may be earned by outstanding performance on examination (b) below.
Latin and Greek: Students should consult the Department of Classics, 120A Goldwin Smith Hall. Advanced standing and credit are determined as outlined below.
Latin: Students may be tentatively placed in a 300-level Latin course if they achieve a score of 4 or 5 on the CEEB Advanced Placement Examination, but they must also take the department's own placement examination during orientation week. A student who is permitted to register in a 300-level course will be given 6 advanced standing credits.
Greek: For information concerning advanced placement consult the chairperson of the Department of classics.
- b) Cornell Advanced Standing Examination (CASE)
To be eligible for this examination the student must have achieved a score of 650 on the CPT (CEEB) examination. For details on registration, see Course Placement, above. The maximum amount of credit is 6 hours.
- c) Special examinations are given for languages where no CPT (CEEB) exists.

Distribution Requirement

The purpose of the distribution requirement is to acquaint students with a broad range of subject matter in the liberal arts and to provide them with the opportunity to explore new areas. To this end subjects are divided into four groups. Each of the first three groups has two subdivisions.

Group 1

- a. Physical sciences
- b. Biological sciences

Group 2

- a. Social sciences
- b. History

Group 3

- a. Humanities
- b. Expressive arts

Group 4

- a. Mathematics and computer science
- b. One of the subdivisions not used in fulfillment of groups 1, 2, or 3.

In each of groups 1, 2, and 3, students must take a sequence of 2 courses (6 or more credits) approved by the department in one subject chosen from either subdivision. For group 4, students are strongly urged to take two courses in mathematics. Those who choose not to satisfy the group 4 requirement with mathematics must choose two courses in one subject from an unused subdivision in either group 1, 2, or 3. For example, a student who fulfills group 1 with biology, group 2 with psychology, and group 3 with theatre arts could then complete group 4 with a sequence of two courses in either the physical sciences, history, or the humanities.

Courses fulfilling the distribution requirement must be taken in the College of Arts and Sciences; however, some students have successfully petitioned to take studio art courses in the Department of Art of the College of Architecture, Art, and Planning to fulfill the requirement in expressive arts. Here is a complete list of the courses that fulfill distribution requirements.

Group 1: Physical or Biological Sciences

a. Physical Sciences

Astronomy: 101 or 111 plus 102 or 112. Or, one course from Astronomy 101, 102, 111, or 112 plus one of the following: Astronomy 215, Physics 202 or Physics 203. Or Astronomy 102 or 112 plus Astronomy 332. Astronomy 103-104, identical to Astronomy 101-102 except for the omission of the laboratories, cannot be used to satisfy the distribution requirement.
Chemistry: 103, 207, or 215 followed by 104, 208, or 216.
Geological sciences: 101-102 or 103, 105, 102.
Physics: Any two sequential courses such as 101-102 or 207-208; or any two general-education courses from the group 201-205.

b. Biological Sciences

A two-semester introductory biology sequence selected from Biological Sciences 109-110, or 105-106, or 101-103 plus 102-104. Advanced placement in biology with a score of 4 or 5 (6 or 8 credits, respectively) also satisfies the distribution requirement in biological sciences.

Group 2: Social Sciences or History

a. Social Sciences

Africana studies: Any two of 171, 172, 190, 231, 290, 301, 203, 344, 345, 346, 351, 352, 410, 420, 460, 484, 485, 495, 550.
Anthropology: Any two courses in the department of Anthropology, or Archaeology 100 and any anthropology course listed under archaeology. Courses cross-referenced but not taught by members of the department do not satisfy the distribution requirement.
Archaeology: Archaeology 100 and any one of the following: Anthropology 116, 150, 250, 333, 352, 354, 355, 358, 435, 456, 494, 633, 664, 666, 667.
Economics: 101-102.
Government: Any two of 111, 131, 161, and 181; or any one of these courses followed by a 300-level course in the same area.
Linguistics: 101-102 or 111-112, or a combination of Linguistics 101 and any course for which 101 is a prerequisite.
Psychology: Any two courses in psychology with the exception of Psychology 123, 322, 324, 326, 350, 361, 396, 422, 425, 471, 472, 473, 476, and 491.
Sociology: Any two courses in sociology. Students without background are advised to choose courses at the 100 or 200 level.
Women's studies: Any two of 238, 244, 277, 321, 353, 422, 671, 685, plus previously taken courses, with the department's approval.

b. History

Africana studies: Any two of 203, 204, 231, 283, 344, 360, 361, 370, 381, 405, 460, 475, 483, 490.
History: Any two courses in the Department of History.

Near Eastern studies: NES 151–152 or any two NES history courses at the 200 or 300 level that form a reasonable sequence or combination.

Women's studies: Any two of 238, 326, 363, 426, 626, 627, plus previously taken courses, with the department's approval.

Group 3: Humanities or Expressive Arts**a. Humanities**

Africana studies: Any two of 219, 422, 431, 432, 465, 492.

Archaeology: Archaeology 100 and any of the following: Archaeology 275, 281, 310, 311, 313; Classics 200, 206, 220, 221, 232, 233, 309, 320, 321, 329, 629, 630; Near Eastern studies 243, 261, 263, 363, 366, 367, 469.

Asian studies: Any two courses numbered 200 or above that form a reasonable sequence.

Classics: (a) Any two courses in Greek beginning with 201 or in Latin beginning with 205 that form a reasonable sequence; or (b) any two of the following: Classics 100, 109, 117, 118, 119, 120, 121, 122, 150, 200, 206, 211, 212, 220, 221, 222, 224, 225, 226, 232, 233, 236, 237, 238, 270, 300, 304, 309, 319, 320, 321, 322, 323, 326, 331, 332, 333, 336, 337, 339, 340, 345, 358, 360, 363, 365, 366, 368, 426, 428, 430, 610, 629, 630.
Comparative literature: Any two of the 200- or 300-level courses in comparative literature.
 400-level courses may be used with the permission of the instructor.

English: Any two courses in English at the 200 level or above, other than those required for teacher certification (English 496 and courses in the 500s). If students have used English courses to satisfy the expressive arts requirement, then the student should not take courses numbered in the 80s (e.g., 281, 382) to satisfy the humanities requirement.

French literature: Any two courses from 200, 201, 202, 222, or 300-level literature courses.

German literature: Any two courses at the 200 level or above.

Italian literature: Any two of 201–202, or any 300 level literature courses.

Near Eastern studies: NES 151–152 or any two NES civilization or literature courses at the 200 or 300 level that form a reasonable sequence or combination.

Philosophy: Any two courses with the following exceptions: (1) Philosophy 100, if used to satisfy the Freshman Seminar requirement; (2) a combination of two courses in logic, such as 131, 231, 331, 431, 432, and 436.

Russian literature: Any two courses at the 200 level or above.

Spanish literature: Two of 201, 315, 316, 317, or any other 300 level literature courses.

Women's studies: Any two of 248, 249, 399, 451, 478, 479, 483, plus previously taken courses, with the department's approval.

b. Expressive Arts

Africana studies: Any two of 137, 138, 285, 303, 465.

Archaeology: Archaeology 100 and any one of the following: History of Art 220, 221, 320, 321, 322, 323, 325, 327, or 330.

English: Any two of the courses at the 200 level or above that are numbered in the 80s (e.g., 281, 382).

History of art: Any two courses at the 200 level or above, or Archaeology 100 and one of the History of Art courses listed under Archaeology.

Music: 6 credits in music, except Music 122. A maximum of 4 credits in Music 321–322 and a maximum of 3 credits in Music 331 through 338 and 441 through 450 may be used to satisfy this requirement.

Theatre arts: Any two of the 3- or 4-credit courses at the 200 level or above.

Group 4: Mathematics or an Unused Subdivision**a. Mathematics and Computer Science**

Any 6 credits in mathematics, but not including more than one course from 100, 105, 107, 403. Computer Science 100, 101, or 211 may be used for three of these credits. The mathematics distribution requirement is also satisfied by a score of 3 on the CEEB calculus BC examination. Mathematics 109 or ALS 115 (College of Agriculture and Life Sciences) do not satisfy the requirement.

b. An unused subdivision

A sequence of courses in any one of the subdivisions in groups 1–3 that has not been used to fill that group's requirement.

The Major

In their last two years students devote roughly one-half their time acquiring depth and competence in a major subject. The choice of major is not intended to be a lifetime's occupation, although it may become that. By selecting one field of interest students can do advanced work and focus the full extent of their imaginative and intellectual capacities on something they care about.

Students must be accepted by departments as majors before registering for courses for the junior year. Most departments and programs specify certain prerequisites for admission to the major; see the departmental listings on the following pages. A department may refuse to accept or continue as a major any student whose performance does not meet departmental standards. Some majors require courses in related subjects outside the department or outside the college; required courses taken outside the college are considered to be part of the 100 credits required in the College of Arts and Sciences for graduation. Majors are offered by each of the departments except the Department of Astronomy. There are also majors in Africana studies, American studies, archaeology, biology and society, dance, German area studies, Russian and Soviet studies, and social relations. Some students wish to pursue an interest that cannot be met within an established major. They may plan, with the help of their faculty adviser, an independent major that includes courses from several departments.

Electives

Of the 34 courses or 120 credits required for graduation, about half are free electives. Students must complete 4 or 5 courses or 15 credits in courses that are offered outside the major and are not used to fill another requirement. Electives taken in other divisions of the University may be used to gain practical training or specialized knowledge.

Courses and College Requirements

A course may not be used to fulfill more than one college requirement with the following exceptions.

- 1) A course may be used to fulfill a distribution requirement and also a major requirement, provided that the major department agrees.
- 2) A one-semester course in foreign literature that is acceptable for achieving proficiency in that language may also be used as a partial fulfillment of the distribution requirement in the humanities.
- 3) Students whose native language is not English who take English 211–212 may fulfill both the Freshman Seminar requirement and the humanities or expressive art distribution requirement by taking two Freshman Seminars offered in English, history, history of art, classics, philosophy, romance studies, Russian literature, German literature, or comparative literature.

Courses used to fulfill college requirements may be taken for S-U grades.

Residence

Normally students spend eight full-time semesters in residence. However, students who have advanced placement credit or summer school credit or who have taken additional courses in order to accelerate, may graduate in six or seven terms if they satisfy all the requirements for graduation and have earned grades of C or better in at least 100 of the 120 credits. Students are normally expected to earn at least 90 credits during their terms of residence at Cornell.

Transfer students must spend four regular semesters or a minimum of three regular semesters and one six-week summer session in residence at Cornell, earning at least 60 credits during that time.

Ninth term. Students may spend a ninth term in residence by notifying the Office of Records and Scheduling, 142 Goldwin Smith Hall. Students receiving financial aid should discuss funding with an adviser in the Office of Financial Aid.

Physical Education

See University Requirements for Graduation. The college does not count physical education credit toward the 120 credits required for graduation.

Special Academic Options**Degree Programs**

The following programs allow students to work toward more than one degree or to alter the regular college requirements or departmental requirements for the major.

Independent Major Program

The Independent Major Program allows students to design their own majors if they wish to pursue an interest that cannot be met within an established major. Proposals for an independent major must be supported by a faculty adviser and are assessed by a board of faculty members. Board members consider whether the plan is equivalent in coherence, breadth, and depth to a departmental major, whether it is well-suited to the student's academic preparation, and whether it provides a liberal education. Independent majors substitute for established majors, but students must still satisfy all the other usual requirements for the baccalaureate degree. Students should contact the director of the Independent Major Program, Office of Special Programs, 159 Goldwin Smith Hall, for further information. Deadlines for submitting independent major proposals are Sept. 9, Oct. 19, Feb. 3, and Mar. 15 of the second semester of the student's sophomore year.

Honors. Candidates for honors must have a cumulative average of 3.0, no grade below B in courses for the major, and a cumulative average of 3.5 for courses in the major. During their senior year candidates for honors must complete a thesis or honors project. Interested students should confer with the director of the Independent Major Program before the start of the senior year.

College Scholar Program

The College Scholar Program frees no more than forty students in each freshman class from the usual college requirements for a degree and allows them to design their own academic programs. It is meant to serve students whose interests and talents do not easily fit into the usual departmental majors, who demonstrate exceptional promise, and who show the maturity to plan and carry out, with the help of their adviser, a well-designed program of studies. College Scholars do not all design the same kind of program: some, for instance, pursue two diverse interests while others integrate a variety of courses with a common theme.

College Scholars must complete 120 credits of course work (100 in the college) and, unless they receive special permission to accelerate, eight full terms in the College of Arts and Sciences. They must complete the physical education requirement. Beginning with the class of 1982 each College Scholar must complete a senior project. They are not required to complete or fulfill the distribution requirement, but members of the College Scholar Advisory Board believe that the spirit of the requirement is a good one.

Each applicant to the College Scholar Program is asked to write an essay, which is due in May of the freshman year. Students should contact the Office of Special Programs, 159 Goldwin Smith Hall, for further information.

Honors. Candidates for honors must maintain a 3.5 average in all courses and must complete two College Scholar seminars. Nonscientists should complete one seminar in some aspect of science, and scientists at least one in the humanities or social sciences. During the senior year candidates for honors must complete a thesis or honors project. Students interested in the honors program should confer with the director of the College Scholar Program before the start of the senior year.

Double Majors

A student may complete a double major by fulfilling the major requirements in any two departments of the college.

Dual Degree Program

Especially able students may earn both a Bachelor of Arts degree from the College of Arts and Sciences and either (1) a Bachelor of Science degree from the College of Engineering or (2) a Bachelor of Fine Arts from the Department of Art in the College of Architecture, Art, and Planning, or (3) a Bachelor of Science degree in Urban and Regional Studies from the Department of City and Regional Planning in the College of Architecture, Art, and Planning. The dual degree program ordinarily takes five years to complete. Students enter one of these colleges as freshmen and begin the dual degree program with the College of Arts and Sciences in the second or third year. For further information contact Assistant Dean Rosenberg, 134 Goldwin Smith Hall (telephone 256-5004).

Double Registration

Double registration in the College of Arts and Sciences and with the Cornell Law School, Cornell Medical College, or the State University of New York Upstate Medical Center is possible. A few exceptionally well-prepared students who have earned 105 credits before the start of the senior year and have been accepted by one of the above named professional schools may be permitted to register simultaneously in the college and in one or another of these professional schools during the seventh and eighth terms.

Students registering in the college and in one of the medical colleges listed above receive the Bachelor of Arts degree after their first year of medical studies and the Doctor of Medicine degree after the remaining three years of medical college are completed.

Special Interest Options

The following options do not alter the college's requirements but enable students to pursue special interests within the usual program. Independent course work is involved in Independent Study and the Undergraduate Research Program; premed and prelaw counseling help students make appropriate use of the regular curriculum.

Independent Study

Independent study affords students the opportunity to pursue special interests not treated in regularly-scheduled courses. A faculty member, who becomes the student's adviser for the course, must approve the student's program of study and agree to provide continuing supervision of the work. In one semester students may earn up to six credits with one instructor or eight credits with more than one instructor.

Undergraduate Research Program

Students interested in participating in a faculty member's research and earning credit for the work should consult the bulletin board opposite the Office of Special Programs, 159 Goldwin Smith Hall, for a list of research projects available in the physical and biological sciences, social sciences, and the humanities. The Undergraduate Research Program has a modest budget to provide equipment and computer time for some projects.

Intensive Language Study

Full-Year Asian Language Concentration

More than 40 languages are taught in the College of Arts and Sciences, and some of them are available only at Cornell. A full range of language, literature, and cultural courses are available in most of the major ancient and modern languages, through the joint efforts of the Department of Modern Language and Linguistics and the departments that specialize in literary and cultural study: the Departments of Asian Studies, German Literature, Near Eastern Studies, Romance Studies, and Russian Literature. Semi-intensive courses afford students the option of accelerating the development of language skills.

FALCON Program. FALCON allows students who are interested in the Far East to study Chinese, Japanese, or Vietnamese exclusively for one year, gaining proficiency in the language and familiarity with the culture. Since Cornell is the first university in the United States to set up a regular student exchange program with the People's Republic of China, students who are interested in the Far East should be aware of the opportunities here to make rapid and thorough beginning studies on campus, with the objective of studying abroad later—in China, Japan, or Southeast Asia.

Prelaw Study

Law schools neither require nor prefer any particular program of study; they do seek students with sound training in the liberal arts. The important thing is to plan a program in which you are interested and in which you will do well. Beyond that, students are advised to take courses that will develop the powers of precise, analytical thinking and proficiency in writing and speaking.

The college offers a concentration in law and society. Many prelaw students complete four courses in this program because it interests them, not because it helps them get into law school.

Students who are interested in law should consult Assistant Dean Watson, Academic Advising Center, 134 Goldwin Smith Hall.

Premedical Study

The breadth and depth afforded by a liberal arts education are invaluable for people who plan medical careers, whether they intend to practice or go into medical research. Such training has a profound effect upon the doctor's usefulness to patients, and it affords the flexibility of mind that is needed for major research undertakings. Medical and dental schools do not prescribe a particular major; they do, however, require particular undergraduate courses. Students who are interested in medical careers are urged to visit the college's Academic Advising Center and the Health Careers Program office at the Career Center for help in planning their undergraduate program.

Off-Campus Programs

Study In Absentia

Many students find it appropriate to their majors or to their overall academic programs to study abroad for one or two semesters or to study at an American institution that offers programs not available at Cornell. When it makes academic sense, the college encourages its students to study in absentia and grants credit toward the degree for work satisfactorily completed. Although Cornell does not sponsor any programs abroad, the Career Center maintains up-to-date information on hundreds of programs all over the world. Before planning a program for study in absentia consult Assistant Dean Beatrice Rosenberg in the Academic Advising Center, 134 Goldwin Smith Hall. Advisers in the college will help students find the program most appropriate to their academic goals.

A request to study in absentia must have the support of the faculty adviser and each course must be approved by the appropriate department chairperson. Credits earned in absentia may count as part of the 100 credits required within the College of Arts and Sciences if the field of study is represented in the college but the particular courses or program are not. Normally transfer students will not be allowed to study in absentia.

When plans are final, the student should submit an outline of the course of study and the signatures of the faculty adviser and the appropriate chairpersons to Assistant Dean Rosenberg, 134 Goldwin Smith Hall. The University charges \$15 for each semester of study in absentia.

Off-Campus Residential Programs

A number of residential programs allow students to concentrate on one subject, under the instruction of Cornell faculty and other specialists in that field of study. These programs provide an opportunity to be involved in a shared academic adventure, in situations that demand discipline, hard work, cooperation, and tolerance. For students who have keen interest in the subject, the experience is an exciting, challenging component of a liberal education.

Summer residential programs in archaeology

During the summer months students may participate in one of the Cornell-sponsored archaeological projects in New York State, the Mediterranean region, Central America, or South America. Each project includes lectures that afford a broad understanding of the culture. The Mediterranean excavations encompass the early Bronze Age through the Roman period. The Aegean dendrochronology project will furnish scientists and archaeologists with an exceptionally accurate dating technique. Students should contact the Director of Archaeology for information about the sites in the western hemisphere, and the Departments of Classics and Near Eastern Studies for those in the Mediterranean region.

Marine science. Shoals Marine Laboratory is a seasonal field station designed to introduce undergraduates to the marine sciences. The laboratory is located on Appledore Island, six miles off the Maine and New Hampshire coasts. Contact the Division of Biological Sciences for further information.

Cornell-in-Washington. The Cornell-in-Washington program enables a limited number of advanced students to study questions of public policy and to do supervised research during a term of residence in the capital. Students choose among several seminars taught by distinguished Cornell professors. They become familiar with the various sources of information and develop research techniques. The program also offers a unique internship program. Students who wish to serve an internship in a federal agency or congressional office take part in a public

policy seminar. They define and carry out individual research projects that explore the connections between abstract policy issues and the day-to-day activities of the office. Potential internships are arranged through and approved by the Cornell-in-Washington program. Students are admitted to the Cornell-in-Washington program through the program office, 105 McGraw Hall (256-6205).

Fieldwork

Sometimes it is appropriate for students to include fieldwork as part of their major. A three-member faculty committee helps the student plan the project, arranges for ongoing supervision, and evaluates the project at the end of the term. Fieldwork almost always involves writing a long term paper or several short ones as well as practical experience. All proposals for fieldwork must be presented to the Academic Records Committee for approval. A maximum of 15 credits in fieldwork may be earned. For further information contact Assistant Dean Unsworth, 134 Goldwin Smith Hall.

Registration and Course Scheduling

Registration with the University

All students must register with the University at the beginning of each semester. Registration materials are available at a time and place announced each term by the Office of the University Registrar.

Enrollment in Courses in the College of Arts and Sciences

College Registrar: Margery Clausen, 142 Goldwin Smith Hall

New Students

The Academic Advising Center will inform incoming freshmen and transfer students about procedures for scheduling courses at a briefing during orientation week.

Continuing Students

Continuing students are expected to select and schedule courses in advance during the previous term. Students who fail to sign into courses during the designated period must wait until the beginning of the semester and may have difficulty securing places in the courses they desire. Students may schedule up to 18 credits during the advance scheduling period. Before signing into courses students should make appointments with their faculty advisers to plan their programs. Student advisers will also assist students. Any student is welcome to discuss programs and plans with an assistant dean in the Academic Advising Center, 134 Goldwin Smith Hall.

The Records and Scheduling Office issues a supplement showing last-minute changes in courses; the supplements of other divisions of the University are also available for reference in the Records and Scheduling Office. In the fall continuing students receive their course schedules at University registration. They also receive a copy of their Permanent Record Card, which shows the courses taken, grades received, graduation requirements fulfilled, and academic actions. Copies of Permanent Record Cards are not official transcripts.

Limits on Course Enrollment

Students must take an average of four or five courses (15 credits) each semester in order to graduate in eight terms. At a minimum students must carry three or four courses (12 credits); if for compelling personal or academic reasons students must carry fewer than 12 credits they should consult the faculty adviser and

file a petition with the Committee on Academic Records. Completion of fewer than 12 credits without permission results in unsatisfactory academic standing. First term freshmen may not register for more than 18 credits; other students may register for more than 18 credits a term only if their previous term's average was a B or higher and if their faculty adviser approves. No more than 22 credits may be taken in a regular semester.

Special Registration Options

Signatures on Forms. Students must have petitions signed (to add or drop a course, study in absentia, et cetera) to ensure that real advising has taken place. Forgery on forms will be handled as an infringement of academic integrity.

Acceleration

Some students are able to earn the Bachelor of Arts degree in six or seven terms. In many cases these students have entered with substantial advanced placement credit. Students may also earn more than 15 credits a term. Acceleration plans must be approved by the student's major adviser, department chairperson, and the college. Students who accelerate must earn grades of C or better in 100 credits of course work. Ideally, acceleration plans should be worked out at the time students choose majors at the end of the sophomore year. Acceleration petitions may be obtained in the Records and Scheduling Office, 142 Goldwin Smith Hall.

Adding and Dropping Courses

After advance course enrollment, students may not add or drop courses until the new term begins. All program changes must be approved by the course instructor (or by the person designated by the appropriate department), and by the faculty adviser. During the first three weeks of the semester course changes may be made without fees. In order to make changes, the student picks up add/drop forms in the Records and Scheduling Office. After the third week of classes courses may be added only under unusual circumstances. The student must fill out a petition, have it approved by his or her adviser and the course instructor and pay a \$10 fee. After the eighth week courses may be changed only if there are extraordinary and unforeseen circumstances. Students must obtain the approval of the course instructor and their faculty adviser on the petition to drop the course and submit the petition for consideration by the Committee on Academic Records.

Leaves of Absence

Many students have found it useful to take time off from college to think about their goals and progress, or just to take a break from studying. Students in good standing who take a leave by the end of the seventh week of the semester are welcome to register in the college the following semester. Five years is the maximum length of time a student may be on leave and return without special permission. Leaves of absence are of four types.

- 1) *Personal leaves* have no conditions concerning the right to reenter the college except for the five-year limit. Readmission is automatic if a written request is made one month before the beginning of the term in which the student wishes to return.
- 2) *Medical leaves* are granted by the college only upon recommendation by a physician from Gannett Clinic. Such leaves are granted for an unspecified length of time (up to five years) with the understanding that the student may return at the beginning of any term after the medical condition in question has been corrected. In some cases students must satisfy the Gannett Clinic that the condition has been corrected before they may return.

- 3) *Conditional leaves* may be granted if the student is not in good standing, or, in unusual circumstances, after the eighth week of the term. Normally students may not return from conditional leaves for at least two terms.
- 4) *Required leaves:* The Committee on Academic Records may require a leave of absence if a student is in academic difficulty. See Academic Actions, p. 90.

Any student who wishes to take a leave of absence should consult a member of the Academic Advising Center staff. If a student takes a leave before the end of the term, no courses taken that term will be shown on the student's record. Upon readmission, the student's graduation date will be recalculated according to the numbers of terms completed, the number of acceptable credits earned toward the degree, and the requirements for graduation. *If a student takes courses elsewhere while on leave the earned credits may be accepted as part of the 20 out-of-college credits of the 120 credits needed for graduation.*

Withdrawals

A withdrawal is a voluntary severance of connection with the University. If a student wishes to withdraw after registering for the term, the withdrawal must be requested before the beginning of the eighth week of classes. Upon withdrawal it is assumed that the student will not wish to reregister in the college. Students who seek readmission after withdrawing from the college appeal to the Committee on Academic Records. *If a student fails to register for a term and does not request a leave, the student will be withdrawn from the college for failure to register.*

Transferring within Cornell (Internal Transfer)

Internal transfer is attractive for many students whose intellectual interests change. Students who wish to transfer from one college or school at Cornell to another should discuss their eligibility with an admissions counselor at the new school or college.

In some cases the student who wishes to transfer into the College of Arts and Sciences may transfer directly. In other cases the student may be referred to the Division of Unclassified Students to be considered for admission to the college. During the term immediately preceding transfer into the College of Arts and Sciences a student should complete at least 12 credits of courses in the College of Arts and Sciences with a minimum average of 2.7 and without any grades of incomplete, any S-U grades (unless only S-U grades are offered for that particular course), or any grades below C. Satisfying this minimum requirement does not, however, guarantee admission. Admission to the college is based upon consideration of the student's entire record at Cornell and the high school record, not just the work of one term. Interested students should see Assistant Dean Rosenberg, 134 Goldwin Smith Hall.

Part-Time Study and Pro Rata Tuition

The college ordinarily expects its students to be full-time students. Except in the case of Ithaca residents who are twenty-three years of age or older, part-time attendance is permitted only in unusual circumstances. In certain circumstances seniors who are completing their final term in the college may be allowed to register for fewer than 12 credits and pay pro rata tuition. The guidelines for granting this permission are adhered to strictly.

Guidelines for part-time study:

- 1) A student who has completed all degree requirements by the end of the seventh term may receive permission to study part time during the eighth term.
- 2) A student who has completed all degree requirements in seven terms but is majoring in a department that requires candidates for honors to complete the thesis in the eighth term may be permitted to register for fewer than 12 credits.

- 3) A student who has received permission to accelerate who has been forced to drop a course (for reasons beyond his or her control), and has not been able to complete the course work on schedule may be able to complete the requirements as a part-time student.
- 4) A student who is pursuing honors work and must complete extensive research away from the campus, which precludes registering for additional courses, may be allowed to register for fewer than 12 credits.

Students who are allowed to register for part-time study pay one-fifteenth of the semester's tuition and fees for each credit.

Additional Information about Courses and Credit

Attendance in classes is a matter between students and their instructors. If a student cannot attend classes because of illness or family crisis the Academic Advising Center will notify instructors, when requested, but students must arrange for making up examinations or other work. When students will be absent because of religious holidays they must discuss arrangements for making up their work with their instructors. Students who have to miss an examination should be sure to contact the professor.

Transferring credit The college evaluates credit received from either another school or college at Cornell University or from another accredited institution of collegiate rank to determine the number of courses the student may apply toward the Bachelor of Arts degree. Tentative credit evaluations are normally provided to external transfers at the time of the notification of their admission. No more than 60 transfer credits or sixteen courses, including no more than 20 credits in courses not commonly given by the College of Arts and Sciences, may be applied toward the degree. Transfer students must successfully complete at least sixteen courses or 60 credits at Cornell.

Advanced placement credit See page 10.

Summer session credit A student may earn credit toward the degree by completing courses in Cornell's summer session or by petitioning to take courses at other colleges. Upperclass students should consult their advisers regarding summer study plans.

Credit for summer courses not taken at Cornell must be approved in advance by the chairperson of the appropriate Cornell department. The college Records and Scheduling Office, 144 Goldwin Smith Hall, can supply forms and information. Credit earned in summer courses other than those at Cornell will not count toward the 100 credits required in the college, unless the student's major adviser certifies that it contributes to the major. Transcripts should be sent to the Office of Records and Scheduling, 144 Goldwin Smith Hall.

Entering students who wish to receive credit toward the degree for courses completed in a summer session at Cornell or elsewhere should have transcripts sent to the Office of Records and Scheduling, 144 Goldwin Smith Hall during the summer before matriculation.

Student-initiated Courses The college allows students to initiate proposals for new courses or modes of instruction that are not currently offered in the college or elsewhere in the University. If the proposed course falls within the jurisdiction of a particular department, students should seek the advice of a faculty member in the department or the department chairperson. For further information consult the Office of Special Programs, 159 Goldwin Smith Hall.

Noncredit courses The college does not grant credit for all courses offered by the University. Courses in remedial reading, writing, and

mathematics; physical education; shorthand; typing; and most military training courses are among those for which credit is not given.

Auditing There is no formal arrangement for auditing courses by undergraduates. Those who wish to sit in on a class ask permission of the course instructor.

Repeating courses Students may repeat courses. If the instructor certifies that the course content has been changed, credit may be granted a second time. If the content has not been changed the course may be repeated to obtain a better grade, but the original grade remains on the transcript and the course is repeated for 0 credit.

Students who plan to repeat a course should notify the Records and Scheduling Office, 144 Goldwin Smith Hall.

Academic Standing

Students are in good standing for the term if they successfully complete at least 12 credits by the end of the term and receive no more than one D and no F or U grades.

Honors

Dean's List

Students must earn letter grades for at least 12 credits to qualify for Dean's List. The requirements vary according to the number of credits a student has taken during the term. Students who take only 12 credits must earn all As. Students who take 13 or 14 credits must earn As in at least 10 credits and Bs in the rest. Students who take 15 or more credits in the term must earn As in at least 8 credits and usually As or Bs in the rest. Students who have grades of C or C+ must have an equal number of As beyond the minimum of 8 to balance the Cs.

Students who have received a grade of U (not including a U in physical education), or a grade of C- or lower, are not qualified for the Dean's List.

Grades excluded from the computations A grade of S does not enter into the calculation, and a course graded S may not count as part of the credits for which letter grades are required. Grades of Incomplete do not count toward qualification for the Dean's List. Students who qualify for the Dean's List, excluding the Incomplete, will be added to the list when the Incomplete is made up, provided the grade is better than a C-.

Courses taken in military science, naval science, or aerospace studies, typing, supplemental courses, Math 109, or courses taken for zero credit or any other courses for which students of the College of Arts and Sciences may not earn credit are disregarded in the calculation of the Dean's List.

Bachelor of Arts with Honors

Almost all departments offer honors programs for students who have demonstrated exceptional ability in the discipline and who seek an opportunity to explore branches of their subject not represented in the regular curriculum or to gain experience in original investigation. The honors programs are described by individual departments in the following sections. The degree of Bachelor of Arts with Honors will be conferred upon students who, in addition to having completed the requirements for the degree of Bachelor of Arts, have satisfactorily completed the honors program in their major and have been recommended for the degree by their major department, the Independent Major Program, or the College Scholar Program.

Bachelor of Arts with Distinction

The degree of Bachelor of Arts with Distinction in All Subjects will be conferred upon students who, in addition to having completed the requirements for the degree of Bachelor of Arts, have:

- 1) completed at least sixty credits while registered in regular sessions in the College of Arts and Sciences;
- 2) received a grade of B- or better in at least three-fourths of the total number of credits taken while registered in the college;
- 3) received grades of A- or better for at least one-half of the total number of credits taken while registered in the college;
- 4) received a grade below C- in no more than one course;
- 5) received no failing grade;
- 6) maintained good standing in each of their last four terms; and
- 7) have no Incompletes remaining on their records.

Failure to Maintain Good Standing

Students are not in good standing if they complete fewer than 12 credits; if they have more than one D or any F or U grades; if they have not made satisfactory overall progress in grades or credits (whether due to failures or incompletes) or in the requirements of the college or the major. Such students may be considered for academic action by the Committee on Academic Records, the Committee of Deans, or one of the deans of the college.

Academic Actions

Warning Any student who fails to maintain good standing may be warned. The warning may be given informally by a committee of assistant deans in the college or it may be given formally by the faculty's Committee on Academic Records. A warning is posted on a student's Permanent Record Card, but is not reported to the University Registrar and does not appear on official transcripts.

Final warning Students whose work is so seriously deficient that they risk being required to leave may be placed on Final Warning by the Committee on Academic Records. A final warning is posted on the student's Permanent Record Card, but is not reported to the University Registrar and does not appear on official transcripts.

Required leave of absence A student in serious academic difficulty may be required by the Committee on Academic Records to take a leave of absence, normally for a full year. In some cases the students will be required to furnish evidence that they are ready to return before being allowed to reregister in the college. Students who request to return in less than a year must present to the committee exceptionally strong evidence of their readiness to return. "Required Leave of Absence" is posted on the student's Permanent Record Card in the college; the University Registrar is notified and "Leave of Absence" and the date will appear on the student's transcript.

May not reregister The Committee on Academic Records may stipulate that a student may not reregister in the college on the basis of a highly unsatisfactory record for one term or for failure to make satisfactory overall progress in grades, credits, or the requirements of the major. This action expels the student permanently from the college. "May not Reregister" is posted on the student's Permanent Record Card; the University Registrar is notified and "May not reregister in the College of Arts and Sciences" and the date will appear on the official transcript.

Students being reviewed for academic action are urged to present evidence that will help explain their

poor academic performance. Students may appeal a decision or action of the committee if they have new evidence to present.

Grades

Letter Grades

See Grading Guidelines, p. 19.

S-U Grades

The S-U option allows students to explore unfamiliar subject areas without being under pressure to receive high grades. It is not meant to reduce the amount of work a student completes in a course. Students may elect within the first three weeks of the term to receive a grade of S (satisfactory) or U (unsatisfactory) instead of one of the letter grades (A+ through F), provided that the instructor is willing to assign such grades. A grade of S is equivalent to a grade of C- or higher, a grade of U is equivalent to any grade below C-. S means the student receives the credit specified for the course. U means no credit is given. A few courses in the college are graded exclusively S-U.

Courses that will count toward satisfaction of major requirements should not be taken for an S-U grade unless the department grants permission. Students may elect the S-U option in courses used to satisfy the distribution and language requirements provided that such courses do not also count toward major requirements or serve as prerequisites for admission to the major. Students are advised to use the S-U option sparingly if they intend to apply to graduate school or for transfer to another college. There is no limit on the number of courses each term for which the S-U grade option may be elected, but within the 120 credits required for the degree, a minimum of 80 credits must be in courses for which a letter grade is given.

To elect the S-U option, students fill in the proper space on the optical scan forms during course enrollment.

To change the grading option at the beginning of the term, students obtain a course change form from the Records and Scheduling Office, 144 Goldwin Smith Hall, fill the form out to indicate the grade option change, and have it signed by the course instructor and the faculty adviser. The form must be returned to the Records and Scheduling Office within the first three weeks of the term. *No change in the grading option can be made after the first three weeks of the term.*

Incomplete Grades

A grade of incomplete signifies that a course was not completed before the end of the term for reasons beyond the student's control and acceptable to the instructor. Students must have substantial equity in the course; that is, they must be able to complete the remaining work without further registration, and must have a passing grade for the completed portion. When a grade of incomplete is reported, the instructor will state what work must be completed, when it must be completed, and the grade he or she will award if the work is not completed by that date. A course will be incomplete until the instructor changes it, and can remain as an incomplete permanently. Unless the instructor stipulates otherwise, students will be allowed one term plus one summer to make up the work. When a final grade is recorded, it is recorded alongside the incomplete, so the notation of the incomplete remains on the student's record permanently.

R Grades

R designates two-semester or year-long courses. The R is recorded on the student's Permanent Record Card at the end of the first term. The grade recorded

at the end of the second term shows the student's level of performance in the course for the entire year. The total credits that will be earned for the whole course are listed each term.

Grade Reports

Grade reports for the fall term are included in spring term registration materials; grade reports for the spring term are mailed to students at their home addresses.

The college does not compute term grade point averages, cumulative averages, or class rank.

Advising

The following advisers and offices are here to provide information on college procedures and regulations, academic advising, or counseling.

Faculty Advisers

Faculty advisers help students design programs of study and advise students about ways to achieve their academic goals. Faculty members volunteer to act as advisers to new students in the college; advisers and advisees meet during orientation week to plan the student's program. Students are encouraged to see their advisers again early in the term, before it is too late to drop courses and before signing into courses for the following term, to discuss their academic program and to become better acquainted. Academic difficulties may frequently be solved or avoided if students and advisers recognize problems early.

Advisers must approve each semester's program and any course changes. Students who would like to petition for an exception to college rules should discuss the matter with their advisers; the adviser must review and sign the petition before it may be acted upon.

Advisers may also help students with study or personal problems or direct them to other offices on campus where help is available.

Student Advisers

Each new student is also assigned a student adviser who can provide information about the college's requirements, courses, and instructors and about life at Cornell. A student adviser is also available each weekday, 9:00 a.m.-2:00 p.m., at the desk at the rear of the Temple of Zeus, the snack bar on the ground floor of Goldwin Smith Hall.

Major Advisers

After acceptance into a major program, students are assigned a major adviser with whom they make many of their most important decisions at Cornell. The adviser must approve the student's course of study and eventually certify the completion of the major. The major adviser should be consulted by the student about all academic plans, including such aspects as acceleration and graduate study. The adviser's support is especially important if a student petitions for an exception to the requirements for the degree.

Academic Advising Center

Glenn Altschuler, assistant dean, freshmen
Beatrice G. Rosenberg, assistant dean, sophomores
Margaret C. Unsworth, assistant dean, juniors
Lawrence Watson, assistant dean, seniors
Janice P. Turner, assistant dean for minority affairs

The Academic Advising Center, 134 Goldwin Smith Hall, serves as a resource for faculty and student advisers and for students themselves. The center's advisers are available to help students define their academic and career goals, and to help with specifics such as study abroad programs, fieldwork, et cetera, and they welcome all questions relating to the college.

Handicapped students. Cornell's academic and social resources are fully available to all students, including persons who have impairment of sight, hearing, mobility, or muscular coordination. The college's adviser for the handicapped is Assistant Dean, 134 Goldwin Smith Hall.

Courses and Departments

Special Programs and Areas of Concentration

The college offers a number of special and interdisciplinary programs that are described following the departmental program descriptions. Students may devise an independent major with the aid of any of these programs or develop an informal minor field. (Informal minors are not listed on the student's official record.)

General Education Courses

The faculty of the College of Arts and Sciences has established a Board of General Education responsible for creating and maintaining a program of courses for nonspecialists. Such courses are free from the need to present the elements of an entire subject as a basis for more specialized study. They can therefore be deeper and more challenging than conventional introductions, as concerned with the general ability to write and think as they are with substantive content. Besides such courses for nonspecialists, the board also seeks courses that require a relatively advanced acquaintance with a particular field, but not in the interest of further specialization. The aim of such advanced general education courses is to raise, for an informed audience, questions about the history of a field, about its methodological or philosophical presuppositions, or about its relation to other fields of knowledge.

Twice a year at advance course enrollment the board distributes to students and faculty members in the college a set of descriptions of courses and departmental programs. These have been recommended by departments or faculty members and are considered by the board to be particularly suitable as introductory or advanced general education courses. Almost any course in the University can serve as a general education course for some student. The purpose of the board's booklet is to call attention to some of the new and existing courses or programs in the College of Arts and Sciences whose primary focus is on general education. The booklet is not intended to be used as a substitute for the full description of courses in planning electives, but rather as a guide to some of the more striking possibilities to be found in these pages.

Akkadian

See Department of Near Eastern Studies, p. 159.

American Studies

S. C. Strout, chairman and director of undergraduate studies, 110 Rockefeller Hall, 256-4611;
M. J. Colacurcio, R. L. Moore, R. Polenberg,
F. Somkin

The Major

The major in American studies is basically a program of coordinated study in the history and literature of the United States. It is not a "double major." The prerequisites are minimal: one course in British or American history at the 100 or 200 level and one course in British or American literature at the 200 level. The major itself is structured and demanding, and students who expect to become American studies majors should apply to the chairperson to arrange for a major adviser.

In consultation with their advisers, American studies majors elect 32 credits (or 8 courses) of work in the history and literature of all three large periods into which an account of the nation's development can be divided, defined for the purposes of the program as colonial, nineteenth century, and twentieth century. In order to gain both depth and breadth, they select as an area of concentration either a single period (or the connections between two of the periods) and take either 16 credits in one period and 8 credits in each of the other two; or 12 credits in each of the two periods whose connections constitute the focus of the study, and 8 credits in the third. In addition, they take one of the specially designated interdisciplinary seminars at the 400 or 600 level. When the subject matter is appropriate, such a seminar may count toward the satisfaction of the period requirements. Students may divide the work between history and literature in whatever proportion serves their interests, provided that they take no more than two-thirds of their courses in any one department.

Beyond the basic requirements in American history and American literature, 12 credits above the elementary level are required in allied subjects. Eight credits of work are in the history or literature (or both) of another related culture; 4 credits are in American thought, society, or culture studies from the perspective of another discipline, such as anthropology, economics, government, history of art, and sociology. (This last 4-credit requirement may be satisfied outside the college.)

Courses in American history that will satisfy the 32-credit requirement described in the second paragraph are offered by the Department of History; those in American literature are offered by the Department of English, the Department of Theatre Arts, and the Africana Studies and Research Center. Occasionally a course that fits an individual student's program may be offered elsewhere. Substitution depends on the adviser's approval. Advisers determine what courses count for the interdisciplinary seminar.

Honors. Candidates for honors must maintain an average of B+ in courses pertinent to the major. To be eligible for a degree with honors in American studies a student must in the senior year (a) either write an honors essay for American Studies 493, Honors Essay Tutorial, or submit to the American Studies committee three term papers written for courses in the major, and (b) take an oral examination in the declared area of special interest.

Anthropology

R. J. Smith, chairman; R. Ascher, director of undergraduate studies, B63 McGraw Hall, 256-5137; J. A. Boon, V. R. Dyson-Hudson, C. J. Greenhouse, D. J. Greenwood, J. S. Henderson, C. F. Hockett, D. H. Holmberg, B. J. Isbell, L. C. Jackson, A. T. Kirsch, B. Lambert, T. F. Lynch, C. Morris, J. V. Murra, P. S. Sangren, J. T. Siegel

Anthropology grew out of curiosity about the ways past and present human societies have differed and have been similar. As a craft, anthropology has developed and borrowed many strategies to approach these differences and uniformities. Some are archaeological, concerned with cultures long gone or destroyed by the spread of empires. Others

are sociocultural, dealing with recent and contemporary rural and urban societies in all areas of the world through a variety of social scientific and humanistic techniques. Still others are biological and evolutionary, stressing human evolution and biological uniformity and diversity. In-depth field studies, excavations, laboratory analysis, the interpretation of symbol systems, and varieties of comparative methodologies are all part of anthropology.

Five introductory courses offer choices among the different strategies for doing anthropology. Four (Anthropology 112, 113, 114, and 116) explore major strategies for doing anthropology, lessons learned so far, and questions still pending. Anthropology III, Nature and Culture, focuses on the fundamental questions raised by all these approaches to anthropology—the issues that form the core of our concerns as anthropologists. The other departmental offerings deepen and broaden this basic knowledge. All anthropology courses with numbers below 500 are open to all students, unless otherwise stated in the course description.

The Major

Anthropology includes four subdisciplinary specializations: archaeological, biological, linguistic, and sociocultural anthropology. Aside from these specializations, anthropologists have also concentrated on a number of topics and problems, as well as on the study of the diverse peoples living in all regions of the world. The listing of courses (categories I–X) reflects these subdisciplinary specializations as well as the range of topics, problems, and world areas with which anthropologists at Cornell deal.

The student who majors in anthropology must take:

- 1) Anthropology 111 and one additional course at the 100 level, preferably during the freshman or sophomore years (Freshman Seminars in anthropology do not fulfill this requirement); and
- 2) Anthropology 300, The Discipline of Anthropology, during the fall term of the junior year.

In addition, the major is expected to develop one or more areas of concentration within the discipline in consultation with his or her faculty adviser.

To ensure some degree of exposure to the breadth and diversity of anthropology, the major must take:

- 3) Courses at the 200 level or above in at least two of the four subdisciplines (Category III—Archaeological Courses; Category IV—Biological and Ecological Anthropology; Category V—Linguistic Anthropology; Category VI—Sociocultural Anthropology);
- 4) At least one course at the 200 level or above in Category VII—Theory and History of Anthropology; and
- 5) At least one course in Category VIII that focuses on some world area.

A total of 32 credits of course work in anthropology beyond the introductory level is required of all majors; however, up to 8 credits of course work in cognate disciplines (see Category IX) may be accepted for the major with permission of the student's faculty adviser.

Honors. Anthropology majors interested in the honors program should consult the director of undergraduate studies before the beginning of their senior year and apply for admission to the program. Candidates for the degree of Bachelor of Arts with honors in anthropology must complete a thesis in the spring term of the senior year. Students may enroll in Anthropology 491 or 492, Honors Thesis, after obtaining the consent of the honors committee. The decision to award honors and in what degree is based on the quality of the thesis and the student's overall record.

Facilities

The physical anthropology laboratory offers facilities for serology, anthropometry, osteology and primate dissection. A small statistical and reference library is maintained in the laboratory, as well as basic drafting and photographic equipment.

Special Programs

Specialized individual study programs are offered in Anthropology 497–498, Topics in Anthropology, open to a limited number of juniors and seniors who have obtained consent of the instructor. Undergraduates should also note that most 600-level courses are open to them if consent of the instructor is obtained. The Department of Anthropology holds colloquia throughout the academic year. Faculty members from Cornell and other universities participate in discussions of current research and problems in anthropology. Students are encouraged to attend.

I. Introductory Courses (including Freshman Seminars)

111 Nature and Culture Fall. 3 credits (4 by arrangement with instructor).

M W F 11:15. D. J. Greenhouse.

Anthropology arose as a novel attempt to address fundamental questions about humanity: Who are we? Where do we come from? Where are we going? Though it does not provide privileged answers to these questions, it approaches them through a unique combination of methods and a spirit of comparative inquiry. Informed by the long view gotten from the study of human evolution and culture history and the comparative view arising from the study of contemporary human biological and cultural diversity and uniformity, anthropology aspires to examine the relationships between the physical/biological, and symbolic/moral worlds in which we live. This course examines a variety of past and current attempts to explain the relationships between nature and culture in human life.

112 Social Anthropology Spring. 3 credits (4 by arrangement with instructor).

M W F 10:10. C. J. Greenhouse.

Among the ways they study human life, anthropologists examine social institutions in terms of their relationship to culture. Social anthropology is the study of social relationships and the ideas about existence implicit in them. In the course, we consider institutions—family, government, economics, religion, and so on—as contexts that define and are defined by social interactions. We explore the world's cultural diversity, as well as the question of what cultural differences mean. Most of the readings are first-hand accounts by ethnographers; films and discussions supplement the lectures.

113 The Comparison of Cultures Fall. 3 credits. (4 by arrangement with instructor).

T R 10:10–11:25. D. H. Holmberg.

An introduction to cultural anthropology through ethnographies or the descriptive accounts of anthropologists. Through readings and lectures students acquaint themselves intensively with a number of cultures from several parts of the world. The cultures range in form from those of small-scale tribal societies to those of state societies. Throughout the course we attempt to make sense of exotic cultures in their own terms. Attention is focused on variation in cultural forms as they are expressed in social, economic, and ritual practices. In this encounter, the principles of anthropology, as a comparative enterprise which poses distinct cultural systems in relief, will be developed. Fiction, films, and exercises supplement the formal anthropological materials.

114 Humankind: The Biological Background Fall. 3 credits (4 by arrangement with instructor).

T R 10:10–11:25. L. C. Jackson.

Anthropological inquiries about human origins, biocultural diversity, and behavior require an understanding of the causes and effects of evolution. This survey of biological anthropology examines recent issues about human origins and antiquity, adaptations to past environments, sociobiology, biological variability in ancient and modern populations, and the biological basis for developing a diversity of cultural behaviors. Current controversies about the extent to which cultural and biological differences within *H. sapiens* reflect genetic differences will be discussed. Lectures are supplemented with films, laboratory-discussion sections, guest lecturers, and assigned readings.

116 Ancient Societies Fall. 3 credits (4 by arrangement with instructor).

M W F 9:05. J. S. Henderson.

An introduction to anthropological archaeology. Case studies provide detailed examples of methods used and problems encountered in reconstructing ancient societies. Cases represent a variety of time periods, world areas, and levels of cultural complexity, including hunting bands, farming villages, kingdoms without cities, and urban empires. The course illustrates the nature and diversity of archaeological evidence and the process of archaeological reasoning and provides a perspective for evaluating popular generalizations about cultural evolution.

121 Encounters with Other Cultures Fall. 3 credits. Freshman Seminar.

M W F 1:25. B. Lambert.

A survey of writings by anthropologists and other travelers who have told of their experiences as participants in other societies and as interpreters of foreign cultures. Ways of playing the outsider's role and changes in the traveler's own outlook are also discussed. Some of the lectures deal with the cultural contexts of the readings, and thereby provide an introduction to the materials of cultural anthropology.

125 The Anthropologist's America Fall. 3 credits. Enrollment limited to 15. Freshman Seminar.

R 2:30-4:25. R. Ascher.

The anthropologist, having experienced the cultures of others, views America with new eyes. This vision is presented in readings that range from the scientific article to the short story. Included are interpretations of contemporary American rituals, myths, arts, and work. Writing is limited to careful descriptions of things, processes, and scenes outside of one's ordinary experience. For example, one might observe and describe rituals of a religion other than one's own. Discussions focus on anthropological interpretations of the descriptions written by the people in the seminar.

130 Apes and Languages Spring. 3 credits. Freshman Seminar.

W 7:30-9:30 p.m. B. J. Isbell.

Extraordinary claims have been made about the language capacities of chimpanzees and gorillas. Are the apes talking? How does the sign language that has been taught to apes compare with natural spoken language of human beings? A selection of popular and scholarly books and articles will be examined in order to better understand the key issues in the debate over the language capacities of apes.

142 Rites of Passage Spring. 3 credits. Freshman Seminar.

M W F 2:30. P. S. Sangren.

Rites of passage are associated with transitions from one social role or status to another (e.g., child to adult, civilian to soldier, single to married). The seminar examines some literary and scientific treatments of such rites, both familiar and exotic, and the radical changes in consciousness that often accompany them. Cultural anthropology provides a broad framework for lectures and discussions, but students are also encouraged to relate topics raised in the course to their own experiences.

150 The Discovery of America Spring. 3 credits. Freshman Seminar.

T 12:20-2:15. C. Morris.

The discovery of the New World, beginning with American Indian origins in Asia and ending with the intellectual discoveries of European adventures, chroniclers, and travelers. Special attention is given to Norse exploration and settlement in the North Atlantic, the first Spanish encounters with the American land and people, and the exchange of flora and fauna.

205 Ethnographic Films Fall and spring. 2 credits. W 7:30-9 p.m. A. T. Kirsch.

Human cultural and social variability is explored through a series of ethnographic films, and readings and lectures relating to these films. The films are chosen to show peoples living in a variety of ecological situations and at different levels of social complexity in various parts of the world (i.e., Africa, Asia, Australia, the Americas). Readings and lectures will use the concepts and theories of cultural anthropology to interpret the significance of the different modes of life shown in the films.

II Courses Intended Primarily for Majors

300 The Discipline of Anthropology Fall. 4 credits. Limited to and required of anthropology majors, who must take this course during the junior year.

M W F 3:35. B. J. Isbell with the Anthropology faculty.

An overview of the field of anthropology; a systematic treatment of the discipline, the concepts that are used, the persistent questions that are asked, the specializations within the field, and the shared goals and differing viewpoints. This course will help the student plan course work in anthropology.

491 Honors Thesis Fall. 4 credits. Prerequisite: consent of the honors committee. Intended for majors graduating in midyear.

Hours to be arranged. Staff.

Independent work under the close guidance of a faculty member selected by the student.

492 Honors Thesis Spring. 4 credits. Prerequisite: consent of the honors committee.

Hours to be arranged. Staff.

Independent work under the close guidance of a faculty member selected by the student.

495 Social Relations Seminar (also Sociology 497) Spring. 4 credits. Limited to seniors majoring in social relations.

Hours to be arranged. Staff.

497-498 Topics in Anthropology 497, fall; 498, spring. Credit to be arranged.

Hours to be arranged. Staff.

Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.

III. Archaeological Courses

See also courses listed under Archaeology.

[250 The Earliest Civilizations] Fall. 4 credits. Not offered 1981-82.]

[352 Interpretation of the Archaeological Record] Spring. 4 credits. Not offered 1981-82.]

354 Archaeology of the Americas I Fall. 4 credits.

T R 9:05; 50-minute sec to be arranged. T. F. Lynch.

A study of the prehistoric cultures of the New World. Major topics include the entry of man, early adaptations to diverse environments, hunting and gathering people to the ethnographic present, and the beginnings of agriculture.

355 Archaeology of the Americas II Spring. 4 credits.

T R 9:05; 50-minute sec to be arranged. T. F. Lynch.

A consideration of the origins, development, and spread of the native civilizations of Middle and South America. Prehistoric cultural developments in Mexico, Coastal America, and the Andes from the emergence of settled village life to the European discovery of the New World will be emphasized.

[358 Archaeological Research Methods (also Archaeology 358)] Fall. 4 credits. Not offered 1981-82.]

[361 Field Archaeology in South America (also Archaeology 361)] Fall. 10 credits. Not offered 1981-82.]

435 Investigation of Andean Institutions: Archaeological Strategies Spring. 4 credits.

Prerequisite: reading knowledge of Spanish.

Hours to be arranged. C. Morris.

A seminar considering the role of archaeology in the study of major questions regarding native Andean societies. Topics of current interest approached by selecting specific written sources that are archaeologically pertinent. Ways will be explored of using archaeological data to test and extend the written material. Past archaeological contributions to the understanding of Andean institutions will also be examined.

494 Seminar in Archaeology: Central America Fall. 4 credits.

R 10:10-12:05. J. S. Henderson.

An examination of the culture history of Central America, using ethnohistoric and ethnographic information on conquest period and modern societies to interpret the archaeological record of the pre-Hispanic period. Emphasis is on the question of whether or not a distinctive Central American cultural tradition can be recognized and on the nature of the cultural frontiers between Central America and neighboring regions.

IV. Biological and Ecological Anthropology

221 Human Biology: Variation and Adaptations of Contemporary Populations Fall. 4 credits.

M W F 10:10. L. C. Jackson.

A survey of important biological characteristics of the human species, with emphasis upon the range of genetic and nongenetic diversity among humans, the biocultural assessment of the concept of race, and evaluations of the biological and cultural adaptations of various modern populations to diverse and changing ecological constraints. The roles of such factors as disease, nutrition, and climatic stress in enhancing human variability will be discussed. Applied aspects of biological anthropology will also be an important part of the course.

375 Ecology and Human Biology Spring. 4 credits.

T R 10:10-11:25. L. C. Jackson.

An analysis of human physiological, developmental, genetic, and behavioral interactions with the abiotic and biotic environment, based on the principles of general ecology. Changes over time in human biological and cultural interactions with the environment will be discussed, as well as differences in adaptive strategies of contemporary human groups living in selected ecosystems. Films and assigned readings supplement the lectures.

[476 Human Behavior: A Sociobiological Perspective] Fall. 4 credits. Not offered 1981-82.]

V. Linguistic Anthropology

See also courses offered in linguistics, listed in the Modern Languages and Linguistics section.

[202 **Language and Culture** Fall. 4 credits. Not offered 1981–82.]

VI. Sociocultural Anthropology

301 Biology and Society I: The Biocultural Perspective (also Biological Sciences 301 and Biology and Society 301) Fall. 3 credits (4 by arrangement with instructor). Prerequisites: one year of introductory biology. This is part of the two-semester core course for the biology and society major and is also open to other students who have fulfilled the necessary prerequisites.

M W F 9:05. D. J. Greenwood.
Viewing human biology, behavior, and institutions as the ongoing products of the interactions between human biological evolution and cultural change, this course documents these interactions with reference to the following topics: the evolution of the capacity for culture; human groups and institutions; language, meaning, and cultural "realities"; and major models of human nature and human institutions.

302 Biology and Society II: Biology, Society, and Human Values (also Biological Sciences 302 and Biology and Society 302) Spring. 3 credits (4 by arrangement with instructor). Prerequisites: Anthropology, Biological Sciences, or Biology and Society 301. This is the second semester of a two-semester core course for the biology and society major and is also open to other students who have taken Anthropology 301 (Biological Sciences and Biology and Society 301).

M W F 9:05. D. J. Greenwood and S. Risch.
This course takes up the complex intellectual, practical, and ethical issues centering on the relationships between biological and social phenomena. Specific current issues such as pollution, genetic counseling, recombinant DNA research, and others will be taken up and an effort will be made to develop a viable biocultural ethics for dealing with such problems.

305 Psychological Anthropology Fall. 4 credits.
M W F 11:15. B. J. Isbell.

A consideration of problems selected to illustrate the mutual relevance of psychology and anthropology, concentrating on cross-cultural studies of cognitive and social development, with an emphasis on comparisons of socialization for sex roles.

313 Urban Anthropology Spring. 4 credits.
M W F 9:05. R. J. Smith.

An examination of the sociocultural structure and process in urban settings, with emphasis on the role of rural migrants, the relationship of urbanism to political and economic development, the role of voluntary associations, and the adjustment of family and kinship groups to urban life. Asian, African, and Latin American urban centers are emphasized.

314 Applied Anthropology (also Rural Sociology 355) Fall. 4 credits.

T R 10:10–11, 50-minute sec to be arranged.
M. L. Barnett.
What anthropology knows or suspects about some general processes of cultural change, and the application of these insights to practical and ethical problems faced in the planning, conduct, and evaluation of programs of intervention and change.

320 Meaning Across Cultures Fall. 4 credits.

T R 10:10–11:25. J. A. Boon.
Are societies machines, therapies, religions, dramas, stories, texts, games, aesthetic forms, structural codes? We assess such possibilities in anthropological views of different cultures: from cosmologies and ceremonies of tribal systems, to expressive genres of archaic hierarchies, and the differentiated arts and sports of nation states. Principles of language and culture, symbolic interpretation, and structuralism are introduced.

321 The Anthropology of Women and Gender (also Women's Studies 321) Fall. 4 credits.

M W F 2:30. K. S. March and D. H. Holmberg.
An introduction to the study of sex roles cross-culturally and to anthropological theories of sex and gender. The course examines various aspects of the place of the sexes in social, political, economic, ideological, and biological systems to emphasize the diversity in gender and sex-role definition around the world.

322 Comparative Religious Systems Spring. 4 credits.

T R 10:10–11:25. A. T. Kirsch.
A survey of anthropological approaches to the study of religion in simple and complex societies. Examines the role of religion in addressing intrinsic strains in personal and social life and in inhibiting or inducing social and cultural change.

323 Kinship and Social Organization Spring. 4 credits.

M W F 11:15. B. Lambert.
Much of this course is a survey of forms of the family, descent groups, and marriage systems. The role of age and sex in the social structure is also considered. The last part of the course is devoted to a history of the British and American family and to its fate in utopian communities.

325 Images of Exotics Spring. 4 credits.

T R 10:10–11:25. J. A. Boon.
A survey of texts and contexts in European explanations of tribal, Indic, and other non-Western populations. We explore topics across ancient, medieval, Renaissance, Enlightenment, and Romantic-comparativist anthropologies, including monstrosities, paradise, degradation, kingship, utopias, hermetics, nature, sexuality, marriage, language, economy, descent, authority, et cetera.

326 Economic Anthropology Fall. 4 credits.

M W F 10:10. P. S. Sangren.
Comparison of capitalist and noncapitalist economies and analysis of the cultural foundations of Western economic concepts.

328 Law and Culture Fall. 4 credits.

M W F 11:15. C. J. Greenhouse.
A cross-cultural examination of interpersonal dispute settlement. Specific questions focus on social structures and ideologies of conflict, modes of dispute processing, remedial choice making, the nature of rules, access to justice, and law as a form of social knowledge. Readings consist primarily of recent monographs, and discussions will stress the relationship of legal ideas to their cultural matrix.

329 Politics and Culture Spring. 4 credits.

M W F 1:25. C. J. Greenhouse.
A cross-cultural examination of large-scale conflict and conflict resolution. We focus on power: its genesis, articulations, and functions in specific cultural contexts. Specific considerations include the politics of knowledge, the concept of self-interest, social organization (e.g., kinship), ethnicity, group decision making, and rhetoric. A continuation of Anthropology 328, but 328 is not a prerequisite.

[347 Peasant Cultures Fall. 4 credits. Not offered 1981–82.]

418 Ethnohistory Spring. 4 credits.

M W F 2:30. J. V. Murra.
Recent developments in ethnohistory of Andean, African, and Meso-American civilizations. Dynastic versus popular oral traditions and how to evaluate them. Accounts by alien eyewitnesses. Materials tested against concepts derived from field anthropology: status lineages, rights-in-land, settlement pattern, structural time, ethnohistory.

422 Special Problems in the Anthropology of Women (also Women's Studies 422) Fall. 4 credits.

R 2:30–4:25. D. H. Holmberg.
Each year this seminar focuses on a particular area of concern within the anthropology of women, building on the work done in Anthropology 321. The topic for fall 1981 is the position and meaning of women in practices associated with witchcraft, shamanism, spirit possession, and curing. The approach is comparative and considers these beliefs and practices ethnographically and historically in Western and non-Western societies.

[424 Myth, Ritual, and Sign Fall. 4 credits. Not offered 1981–82.]

[426 Ethnography of Communication Fall. 4 credits. Not offered 1981–82.]

451 Anthropological Boundaries Fall. 4 credits. S-U grades only. Enrollment limited to 15.

R 10:10–12:05. R. Ascher.
A search for connections between the creative arts and anthropology. Works by anthropologists, native artists, and Western artists who sense a kinship with anthropological questions are included. The novel, cinema, and poetry receive attention, as do photography, dance, music, theatre, sculpture, and science fiction. About half the course draws upon native North America. The rest is divided between imaginary cultures, Africa, Europe, and the contemporary United States. *Henderson the Rain King*, *Three Penny Opera*, and two movies about Navajos—one by commercial filmmakers and the other by Navajos—are examples of readings, listening, and viewings.

[452 Portraits, Profiles, and Life Histories Spring. 4 credits. Not offered 1981–82.]

[453 Constructions and Visualizations Spring. 4 credits. Not offered 1981–82.]

VII. Theory and History of Anthropology

[306 Ethnographic Description Spring. 4 credits. Not offered 1981–82.]

412 Contemporary Anthropological Theory Fall. 4 credits.

M W F 11:15. B. Lambert.
A survey of the assumptions social anthropologists make concerning the nature of society and culture, and the explanations they have proposed for regularities in social behavior, values, and belief systems. Among the approaches considered are processual analysis, the use of the concept of transaction, the historical method, ethnohistory, and structuralism.

413 History of Anthropology in the United States Fall. 4 credits.

T R 2:30–3:45. J. V. Murra.
Anthropological inquiries in the United States will be traced from the days of Morgan, Powell, and Fletcher through the professionalization of the discipline in the 1890s until today. Institutional developments and the personalities influential at crucial moments of innovation will be emphasized. The specific features that distinguish United States anthropology from the French, Soviet, Mexican, British, or Central European varieties will be sought.

[417 Structuralism Spring. 4 credits. Not offered 1981–82.]

[420 Development of Anthropological Thought Spring. 4 credits. Not offered 1981–82.]

425 Ritual Structures and Cultural Pluralism Fall. 4 credits.

T 2:30–4:25. J. A. Boon.

The course focuses on Indonesia plus other areas with Hindu-Buddhist and Islamic religious traditions. We examine ethnographies and novels that portray complexities of ritual, marriage, rank, and ethnic, religious, or cross-clan stereotypes. Colonial and postcolonial works by Bateson, Hocart, Rassers, Geertz, Dumont, Multatuli, Forster, and others are considered.

VIII. Area Courses

230 Ethnology of Native North America Fall. 4 credits.

M W F 10:10. C. F. Hockett.
A general survey of the ethnography of North America, with emphasis on problems and topics to which the North American materials are most relevant. Selected cultures will be considered in some detail.

318 Ethnohistory of the Northern Iroquois (also Agriculture and Life Sciences 318) Spring. 4 credits.

Hours to be arranged.
The development of Northern Iroquoian cultural patterns is examined in depth from the prehistoric Woodland period to the present day. Archaeological and ethnographic data are critically evaluated and combined both to trace the history of the Iroquois people and to enable their cultural ecology to be reconstructed. Supplemental information is drawn from accounts of neighboring groups in Southern Ontario and Western New England to provide a regional perspective and to fill gaps in the chronicles of the early contact period.

331 The United States Fall. 4 credits.

M W F 9:05. C. J. Greenhouse.
How do Americans define their own culture? Americans' testimony about themselves offers some central ideas: pluralism, egalitarianism, progress, the Revolution, the frontier, individualism, and "the American dream." The course examines these ideas as images, reaching for the cultural logic that makes them compelling. Readings draw on monographs, newspapers, social history, political speeches, and other sources. These readings will provide the framework for the students' own analyses and synthesis in discussion and in writing.

333 Ethnology of the Andean Region Fall. 4 credits.

M W F 2:30. J. V. Murra.
Cultural continuities in the development of Andean societies. The ecological, archaeological, ethnohistorical, and contemporary ethnological record. The Andean heritage as a resource for "modernization."

334 Ethnology of Island Southeast Asia Spring. 4 credits.

T R 10:10-11:25. J. T. Siegel.
Peoples and cultures of Indonesia and the Philippines will be discussed focusing on kinship, politics, and language and cultures.

[335 Ethnology of Mainland Southeast Asia Fall. 4 credits. Not offered 1981-82.]

[336 Ethnology of Oceania Fall. 4 credits. Not offered 1981-82.]

[338 Ethnology of Africa Spring. 4 credits. Not offered 1981-82.]

[342 Culture and Society in South Asia Fall. 4 credits. Not offered 1981-82.]

343 Traditional Chinese Society and Culture Fall. 4 credits.

M W F 1:25. P. S. Sangren.
Chinese society in the nineteenth and early twentieth centuries is considered in anthropological perspective. Major topics include family and kinship,

religion and values, traditional economy, cities, social stratification and mobility, social change, and local communities and their integration into larger regional systems. A major goal of the course is to provide a deeper understanding of the social and cultural fabric of the world's largest and longest-lived civilization.

344 Modern Chinese Society Spring. 4 credits.

M W F 10:10. P. S. Sangren.
About 80 percent of the course is devoted to economy, society, and culture in the People's Republic of China. Major themes include continuity and change, societal integration, and the process of social transformation. The remaining 20 percent of the course examines other Chinese experiences, including Chinese society in Taiwan, Southeast Asia, and the United States.

345 Japanese Society Fall. 4 credits.

M W F 9:05. R. J. Smith.
A survey of the social structure of Japan and a discussion of trends in urban and rural life during the past century. Topics emphasized include the family, ancestor worship, community and social organization, and urbanism and modernization.

[432 Indians of Mexico and Central America Spring. 4 credits. Not offered 1981-82.]

433 Andean Thought and Culture Spring. 4 credits.

R 2:30-4:25. B. J. Isbell.
Andean conceptual structures are explored in order to delineate key symbolic concepts underlying the organization of social and cosmological space, time, history, kinship, and political structure. Ethnohistorical and ethnographic research will be used to focus on the dynamics of change in Andean conceptual structures.

[456 Mesoamerican Thought and Culture Fall. 4 credits. Not offered 1981-82.]

IX. Related Courses in Other Departments

Introduction to Archaeology (Archaeology 100)

Popular Archaeology (Archaeology 107)

Archaeoastronomy (Archaeology 109)

Indian Lifeways of Ancient North America (Archaeology 111)

History of Archaeology (Archaeology 281)

Individual Study in Archaeology and Related Fields (Archaeology 300)

Archaeology of Africa (Archaeology 309)

Method and Theory in Stone Age Archaeology (Archaeology 317)

Human Paleontology (Biological Sciences 371)

Cross-Cultural Psychology (Sociology and Psychology 384)

Evolution of Prehistoric Technology (Archaeology 401)

Laboratory and Field Methods in Biological Anthropology (Biological Sciences 474)

Physical Anthropology: History and Theory (Biological Sciences 479)

Interpersonal and Social Stress and Coping (Sociology and Psychology 486)

X. Graduate Seminars

600-level courses are open to undergraduates who have fulfilled the prerequisites or by consent of the instructor.

Southeast Asia Seminar: Burma (Asian Studies 601)

Southeast Asia Seminar: Philippines (Asian Studies 602)

Contemporary Sociological Theories of Development (Rural Sociology 606)

607-608 Special Problems in Anthropology 607, fall; 608, spring. Credit to be arranged. Hours to be arranged. Staff.

611 Principles of Social Anthropological Theory Spring. 4 credits.

T 2:30-4:25. J. A. Boon.
Comparative aspects of the works of Durkheim, Weber, Marx, Frazer, and other important figures are considered, with an eye toward concerted schools of anthropology, including Boasian approaches in America, functionalism in Britain, and *L'Année sociologique* in France.

[612 History of Anthropological Thought Spring. 4 credits. Not offered 1981-82.]

Methods of Assessing Child Growth (Nutritional Sciences 612)

619 Anthropological Approaches to the Study of Buddhism in Asia Fall. 4 credits.

T 2:30-4:25. K. S. March.
This seminar examines the various conceptual and analytical strategies employed by social scientists in the study of Buddhism in Southeast Asia, South Asia, and Tibet. Problems of religious complexity, the role of Buddhism in social change, and the social correlates of Buddhism, its institutions, and teachings will be explored.

[627 Law in the Context of Culture Spring. 4 credits. Not offered 1981-82.]

628 Political Anthropology: Culture and Revolution in Indonesia (also Government 647) Spring. 4 credits. Prerequisite: knowledge of Indonesian.

R 7:30 p.m. J. T. Siegel and B. R. Anderson.
Study of the relationship of politics to culture through the works of such authors as Iwan Simatupang, Pramoedya Ananta Toer, and Armin Pané.

Anthropometric Assessment (Nutritional Sciences 630)

632 Andean Symbolism Spring. 4 credits. Prerequisite: reading knowledge of Spanish.

Hours to be arranged. B. J. Isbell.
An examination of current research on Andean myths, rituals, and other symbolic systems such as conceptualizations of time and space. Both ethnohistorical and modern ethnographic research will be discussed.

633 Andean Research Fall and spring. 4 credits. Hours to be arranged. J. V. Murra.

634-635 Southeast Asia: Readings in Special Problems 634, fall; 635, spring. Credit to be arranged.

Hours to be arranged. J. A. Boon and A. T. Kirsch.

[638 Regional Systems and Local Communities Spring. 4 credits. Not offered 1981-82.]

645 Japanese Ethnology Spring. 4 credits. Strongly recommended: reading knowledge of Japanese.

Hours to be arranged. R. J. Smith.

This seminar is designed for advanced students who plan to conduct social science research in Japan. It deals with questions of historical continuity, the relationship of the individual to society, and the nature of contemporary Japanese social organizations.

[651 Anthropological Boundaries: Graduate] Spring. 4 credits. Not offered 1981–82.]

[653 Constructions and Visualizations: Graduate] Fall. 4 credits. Not offered 1981–82.]

663 Problems in Archaeology: Agricultural Origins Spring. 4 credits.
T 2:30–4:25. T. F. Lynch.

The ways botanists, geographers, and anthropologists have dealt with agricultural origins will be considered in historical perspective. Emphasis will be on agricultural systems rather than plant or animal morphology and taxonomy. The geographical focus will be America, with special attention to the Andes.

[664 Problems in Archaeology: Early Man in America] Spring. 4 credits. Not offered 1981–82.]

666 The Discovery of America Fall. 4 credits.
Prerequisite: Anthropology 150 or 354.
T 2:30–4:25. T. F. Lynch.

The European discovery of the American land and people, from the tenth through the sixteenth centuries. Topics emphasized include Norse exploration and settlement of the North Atlantic, the exchange of native flora and fauna, and the Native American's and European's view of each other.

[667 Origins of Mesoamerican Civilization] Spring. 4 credits. Not offered 1981–82.]

[677 Topics in Ecological Anthropology] Fall. 4 credits. Not offered 1981–82.]

681 Topics in Biomedical Anthropology Spring. 4 credits.
Hours to be arranged. L. C. Jackson.
A survey of the biological and cultural interactions in contemporary medical problems. Specific parasitological, nutritional, and genetic disorders are examined from the perspective of medical anthropology. Films, guest speakers, and laboratory sessions supplement the seminar format.

901–902 Field Research 901, fall; 902, spring.
Credit to be arranged.
Hours to be arranged. Staff.

Arabic and Aramaic

See Department of Near Eastern Studies, p. 159.

Archaeology

T. F. Lynch (anthropology), director; A. H. Bernstein (history), A. L. Bloom (geological sciences), R. G. Calkins (history of art), K. M. Clinton (Classics), J. E. Coleman (Classics), R. T. Farrell (English), J. S. Henderson (anthropology), P. I. Kuniholm (Classics), C. Morris (anthropology), J. V. M. urra (anthropology), G. W. Olson (agronomy), D. I. Owen (Near Eastern studies), A. Ramage (history of art), J. M. Weinstein (Classics)

Archaeology at Cornell is conceived as an interdisciplinary field. Cornell is one of the few universities in the United States to offer a separate major in archaeology and to maintain a faculty position for this purpose. The program is administered with the help and cooperation of the faculty members involved in archaeology in several departments. This group helps to coordinate course offerings and to find opportunities for fieldwork, professional positions, or graduate study.

The Major

The basic introductory course for both majors and nonmajors is Archaeology 100. Those with a fairly serious interest in the field, particularly prospective majors, are encouraged to take the optional one-hour section, Archaeology 101. This course covers the broadest range of archaeology in terms of area and time, and deals with method as well as results. Since the major draws on the teaching and research interests of faculty from many departments in order to present a broad view of the archaeological process, a student interested in the archaeology major should discuss his or her course of study with a participating faculty member as early as possible. In some areas of specialization, intensive language training should be coordinated with other studies as early as the freshman year.

As prerequisites to the major a student must complete Archaeology 100 and another introductory archaeology course with grades of C or better. Once admitted to the major, the student must take an additional 30 credits in courses from the archaeology list, chosen in consultation with the major adviser. These courses should provide exposure to a broad range of archaeologically known cultures and the methods of revealing and interpreting them. They must be distributed as follows:

- 1) At least 20 credits at the 300 level or above
- 2) At least 6 credits in each of the categories below:
 - a) Theory and interdisciplinary approaches
 - b) Old World archaeology
 - c) New World archaeology

Beyond these 30 credits a student must elect at least 6 credits in related subjects outside the major, such as computer science, statistics, ethnology and history of appropriate areas, draftsmanship, photography, surveying and map making, interpretation of aerial photographs, paleography, and epigraphy.

Fieldwork. Every student should gain some practical experience in archaeological fieldwork on a project authorized by his or her adviser. This requirement may be waived in exceptional circumstances. The Jacob and Hedwig Hirsch bequest provides support for a limited number of students to work at excavations sponsored by Cornell and other approved institutions.

The Concentration

Only students in other Cornell schools and colleges may elect a concentration in archaeology; they are eligible for Hirsch Scholarships in support of fieldwork. To concentrate in archaeology, the student must complete Archaeology 100 with a grade of C or better and at least four advanced courses in archaeology, distributed among the three groups stipulated above in section 2.

100 Introduction to Archaeology Spring. 3 credits.

M 4:15, W F 1:25. T. P. Volman.
The history, methods, and theory of archaeology are introduced. Lectures briefly outline the nature of archaeologically known cultures around the world to help illustrate the variety of archaeological sites and materials.

101 Introduction to Archaeology, Section Spring. 1 credit. Optional section to be taken concurrently with Archaeology 100. Prospective archaeology majors are expected to participate in this section, although it is open to all interested students.
M 1:25. Staff.

The main outlines of world archaeology are discussed briefly in terms of research problems. Seminars on particular archaeological cultures or topics are given by various archaeology staff members.

107 Popular Archaeology Fall and spring. 3 credits. Freshman Seminar.
M W F 1:25. M. Anders.

Popular conceptions of prehistory that have antagonized the archaeological establishment are focused on. Readings include both scholarly and popular books, careful and critical analysis of archaeological evidence is emphasized.

[108 The Origins and Diversity of the Family in Antiquity] Fall and spring. 3 credits. Freshman Seminar. Not offered 1981–82.

M W F 9:05. Staff.
The course concerns the study of ancient family units as cultural subsystems. We explore the range of forms and functions of the basic social unit, the family, as these are reflected in the archaeological record. Some of the theoretical questions we pursue are (1) evolutionary theories of the origin of the family, (2) the relationships between ecology and family structure, (3) the merits of approach to archaeological data and the reconstruction of ancient cultures through the methods of cultural history or through processual analysis.]

109 Astroastronomy Fall and spring. 3 credits. Freshman Seminar.

M W F 2:30. A. W. Wonderley.
Ancient peoples perceived and recorded celestial phenomena in their monuments, calendars, religions, and myths. It is clear that astronomical imagery has been an important component of human thought and it is possible that asterisms and celestial cycles dominated cosmological thinking until relatively recently. We survey the character of ancient astronomical knowledge manifested in the archaeological record. We shall also consider the extent to which sky lore of the past is embedded in time reckoning, language, and astrology of the present day.

300 Individual Study in Archaeology and Related Fields Fall or spring. Credit to be arranged.

Prerequisite: Archaeology 100 or permission of instructor.

Hours to be arranged. Staff.
Students pursue topics of particular interest with the guidance of a faculty member.

Theory and Interdisciplinary Approaches

Ancient Societies (Anthropology 116)

[The Earliest Civilizations (Anthropology 250)] Not offered 1981–82.]

[281 History of Archaeology] Fall. 3 credits. Not offered 1981–82.]

309 Archaeology of Africa: from Human Origins to Iron Age States Fall. 4 credits.
T R 2:30–3:45. T. P. Volman.

Dendrochronology of the Aegean (Classics 309)

313 Method and Theory in Stone Age Archaeology Fall. 4 credits.
T R 10:10–11:25. T. P. Volman.

311 Historical Archaeology: Method and Theory Fall. 4 credits.

T. R. 10:10–11:25. Staff.
A general introduction that draws examples from both Europe and North America. Theory and practical questions are addressed, including the use and interpretation of archival material. The approaches of the anthropologist and the historian are assessed using actual site reports as examples.

Geomorphology (Geological Sciences 345)

[Interpretation of the Archaeological Record (Anthropology 352)] Not offered 1981–82.]

358 Archaeological Research Methods (also Anthropology 358) Spring. 4 credits.

401 Evolution of Prehistoric Technology Spring. 4 credits.
M W F 9:05–10:10. T. P. Volman.

[Ceramics (History of Art 423) Not offered 1981–82.]

Investigation of Andean Institutions: Archaeological Strategies (Anthropology 435)

Seminar in Archaeology: Central America (Anthropology 494)

[Architectural Problems in Archaeological Fieldwork (Architecture 540) Not offered 1981–82.]

Problems in Archaeology: Agricultural Origins (Anthropology 663) Fall.

Old World Archaeology

Freshman Seminar in Archaeology (Classics 121)

[Mediterranean Archaeology (Classics 200 and Near Eastern Studies 262) Not offered 1981–82.]

[Rise of Classical Greece (Classics 206) Not offered 1981–82.]

Introduction to Classical Archaeology (Classics 220 and History of Art 220)

Minoan-Mycenaean Art and Archaeology (Classics 221 and History of Art 221)

Archaeology in Action I (Classics 232)

Archaeology in Action II (Classics 233)

[The History of Ancient Israel (Near Eastern Studies 243) Not offered 1981–82.]

[Introduction to Art History: Art of Egypt and Mesopotamia (Near Eastern Studies 248 and History of Art 211) Not offered 1981–82.]

275 Ancient Seafaring (also Near Eastern Studies 261) Fall. 3 credits.
T R 10:10–11:25. D. I. Owen.

[Introduction to Biblical Archaeology (Near Eastern Studies 263) Not offered 1981–82.]

[310 Archaeology of the Ancient Near East (also Near Eastern Studies 366) Spring. 4 credits.
Prerequisite: Archaeology 100 to permission of instructor. Not offered 1981–82.]

317 Archaeology of Ancient Europe Spring. 4 credits. Prerequisite: Archaeology 100 or consent of instructor.

[Archaeology of Classical Greece. (Classics 320 and History of Art 320) Not offered 1981–82.]

[Archaeology of Cyprus (Classics 321 and History of Art 321) Not offered 1981–82.]

[Arts of the Roman Empire (History of Art 322) Not offered 1981–82.]

[Painting in the Greek and Roman World (History of Art 323) Not offered 1981–82.]

[Greek Vase Painting (History of Art 325) Not offered 1981–82.]

[Greek and Roman Coins (History of Art 327) Not offered 1981–82.]

Greek Sculpture (Classics 329 and History of Art 329)

[Art in Pompeii: Origins and Echoes (History of Art 330) Not offered 1981–82.]

History and Archaeology of Elba (Near Eastern Studies 362)

[Archaeology of Ancient Egypt (Near Eastern Studies 367) Not offered 1981–82.]

The Vikings (English 601)

[Seminar in Aegean Archaeology (Classics 629) Not offered 1981–82.]

[Seminar in Classical Greek Archaeology (Classics 630) Not offered 1981–82.]

New World Archaeology

111 Indian Lifeways of Ancient North America 3 credits. Freshman Seminar. Fall.

T 12:20–2:15. S. Saraydar.
There is much that the archaeological record can tell us about the diverse cultural adaptations made by the Indians who explored and settled the North American continent long before the arrival of the first Europeans. The traces left by these ancient Americans are critically evaluated and then used to create realistic vignettes of prehistoric lifeways in which sensuous and intellectual perspectives are combined.

Archaeology of the Americas I (Anthropology 354) Fall.

Archaeology of the Americas II (Anthropology 355) Spring.

[Mesoamerican Thought and Culture (Anthropology 456) Not offered 1981–82.]

Seminar in Andean Symbolism (Anthropology 632)

Seminar in Andean Research (Anthropology 633)

[Problems in Archaeology: Early Man in America (Anthropology 664) Spring. Not offered 1981–82.]

Related Courses for Archaeology Majors

Plane Surveying (Agricultural Engineering 221)

Nature and Properties of Soils (Agronomy 200)

Identification, Appraisal, and Geography of Soils (Agronomy 301)

Geography and Appraisal of Soils of the Tropics (Agronomy 401)

Morphology, Genesis, and Classification of Soils (Agronomy 603)

The Discovery of America (Anthropology 150) Spring.

Ethnology of the Andean Region (Anthropology 333)

[Ethnology of Oceania (Anthropology 336) Not offered 1981–82.]

Ethnohistory (Anthropology 418)

[Indians of Mexico and Central America (Anthropology 432) Not offered 1981–82.]

Andean Thought and Culture (Anthropology 433) Fall.

Discovery of America (Anthropology 666)

Introductory Photography (Architecture 251)

Second-Year Photography (Architecture 351)

[Color Photography (Architecture 350 and Art 262) Not offered 1981–82.]

Surveying for Archaeologists (Architecture 541)

[Case Studies in Preservation Planning (Architecture 544) Not offered 1981–82.]

Documentation for Preservation Planning (Architecture 546)

The Greek Experience (Classics 211)

The Roman Experience (Classics 212)

[The Individual and Society in Classical Athens (Classics 222) Not offered 1981–82.]

Computer Science 100, 101, 102, 104, and 211 may be of interest to some students (see the departmental listing for information about sequences and combinations).

Photogrammetry (Engineering CEE A661)

Image Analysis I: Landforms (Engineering CEE A687)

Scientific Illustration (Floriculture 417)

Introductory Geological Science (Geological Sciences 101)

Earth Science (Geological Sciences 103)

Earth Science Laboratory (Geological Sciences 105)

Structural Geology and Sedimentation (Geological Sciences 325)

Sedimentology and Stratigraphy (Geological Sciences 376)

Glacial and Quaternary Geology (Geological Sciences 642)

Ancient Greece From Homer to Alexander (History 265)

Indochina and The Archipelago to the Fourteenth Century (History 395)

The Tragedy of Classical Athens (History 452)

The Crisis of the Greek City-State (History 453)

[The Roman Revolution (History 461) Not offered 1981–82.]

Introductory Statistics for the Social Sciences (Industrial and Labor Relations 510)

[Hittite (Linguistics 621–622) Not offered 1981–82.]

Elementary Statistics (Mathematics 372)

Statistics (Mathematics 472–473)

Elementary Akkadian (Near Eastern Studies 323–324)

[Folklore in the Ancient Near East (Near Eastern Studies 336) Not offered 1981–82.]

Roots of Greek Civilization (Near Eastern Studies 346)

Independent Study: Ancient Israel (Near Eastern Studies 449)

History and Culture of Ancient Mesopotamia (Near Eastern Studies 363)

[Independent Study: Ancient Israel (Near Eastern Studies 469) Not offered 1981–82.]

Asian Studies

K. Brazell, chairperson and director of undergraduate studies; 150B Rockefeller Hall, 256–5095.
B. R. Anderson, D. E. Ashford, R. Barker, M. L. Barnett, M. G. Bernal, M. Bethe, J. A. Boon, S. Cochran, R. D. Colle, E. W. Coward, Jr., M. B. deBary, E. C. Erickson, J. W. Gair, M. D. Glock, A. G. Grapard, A. B. Griswold, E. M. Gunn, M. Hatch, D. Holmberg, F. E. Huffman, R. B. Jones, E. H. Jordan, G. McT. Kahin, M. Katzenstein, G. B. Kelley, K. A. R. Kennedy, A. T. Kirsch, V. Koschmann, L. C. Lee, D. R. McCann, J. McCoy, R. D. MacDougall, K. March, T. L. Mei, G. M. Messing, D. P. Mazingo, S. J. O'Connor, T. J. Pempel, D. E. Perushak, C. A. Peterson, C. Ross, P. S. Sangren, J. T. Siegel, R. J. Smith, J. U. Wolff, W. O. Wolters, D. Wyatt, M. W. Young

The Department of Asian Studies encompasses the geographical areas of East Asia, South Asia, and Southeast Asia and offers courses in most of the disciplines of the social sciences and the humanities. Asian studies courses through the 400 level are taught in English and are open to all students in the University. Some of these courses may be counted toward majors in other departments. A student majoring in Asian studies is required to complete two courses at the 200 level (a minimum of 6 credits) in one of the Asian languages offered at Cornell.

The Major

The applicant for admission to the major in Asian Studies must have completed at least one course selected from among those listed under the Department of Asian Studies and must receive permission for admission to the major from the director of undergraduate studies. The student must have received a minimum grade of C in this course and in all other courses counted toward the major. A student majoring in Asian studies is required to complete two courses at the 200 level (a minimum of 6 credits) in one of the Asian languages offered at Cornell. The major consists of at least 30 additional credits (which may include up to 6 credits of further language study) selected by the student in consultation with his or her adviser from among the courses listed under the Department of Asian Studies and numbered 300 and above. Majors in Asian studies normally specialize in the language and culture of one country and often choose an additional major in a traditional discipline.

Honors. To be eligible for honors in Asian studies, a student must have a cumulative grade average of B+ in all Asian studies courses and must successfully complete an honors essay during the senior year. Students who desire to be considered for honors should apply to the director of undergraduate studies during the second term of their junior year. The application must include an outline of the proposed project and the endorsement of a faculty adviser. During the first term of the senior year the student does research for the essay in conjunction with an appropriate Asian studies seminar or Asian Studies 401. Students of China and Japan must also complete Asian Studies 611. By the end of the first term the student must present a detailed outline of the honors essay and have it approved by the faculty sponsor and the director of undergraduate studies. The student is then eligible for Asian Studies 402, the honors course, which entails writing the essay. At the end of the senior year, the student has an oral examination (before at least two faculty members) covering both the honors essay and the student's area of concentration.

Concentration in Southeast Asia Studies

A candidate for the Bachelor of Arts or Bachelor of Science degree at Cornell may take a concentration in Southeast Asian studies by completing 15 credits of course work, including a history course and three courses or seminars at the intermediate or advanced level, two of which may be Southeast Asian language courses. Students taking a concentration in Southeast Asian studies are members of the Southeast Asia Program and are assigned an adviser from the program faculty. Such students are encouraged to commence work on a Southeast Asian language and to take advantage of summer intensive language training.

Intensive Language Program (FALCON)

For those students desiring to accelerate their acquisition of Chinese, Japanese, or Indonesian, Cornell offers a full-time intensive language program. FALCON students spend six hours a day, five days a week, for periods up to a full year studying only the language and thus are able to complete as many as twelve hundred hours of supervised classroom and laboratory work in one year. For further information, contact the FALCON Program Office, Department of Modern Languages and Linguistics, 203 Morrill Hall.

Freshman Seminars

[101 Women and Social Transitions in the Twentieth Century] Spring. 3 credits. B. deBary. Not offered 1981–82.]

103 Revolutions and Social Values in Modern Chinese Literature Spring. 3 credits.
M W 2:30–4. E. M. Gunn.

How Chinese writers in the twentieth century have used literature to affirm or dissent with social and political institutions and events in China from the collapse of the imperial dynasty to the present.

104 Three Ways of Thought Fall. 3 credits.
M W 2:30–4. T. L. Mei.

An introduction to Confucianism, Taoism, and Zen through reading and discussion of basic texts.

[105 Feminine and Masculine Ideals in Japanese Culture (also Women's Studies 105)] K. Brazell. Not offered 1981–82.]

Related Freshman Seminars in Other Departments

[Government 100 Contemporary Japan] 3 credits. T. J. Pempel. Not offered 1981–82.]

History 192 Japan and the West Fall. 3 credits. V. Koschmann.

History of Art 106 Art in a Landscape: The Traditional Arts of Southeast Asia Fall. 3 credits. S. J. O'Connor.

General Education Courses

211 Introduction to Japan Fall. 3 or 4 credits.
M W 11:15, disc F 11:15 or 1:25. K. Brazell and staff.

An interdisciplinary introduction to Japanese culture especially designed for students not majoring in Asian studies. The first part of the course focuses on traditional aspects of Japanese culture, which are still important today, while the second part analyzes contemporary society from a variety of perspectives. Guest lecturers from five or six departments speak on their areas of expertise.

212 Introduction to China Spring. 3 or 4 credits.
M W 11:15, disc to be arranged. E. M. Gunn and staff.
An interdisciplinary introduction to Chinese culture especially designed for students not majoring in Asian studies.

Asia—Literature and Religion Courses

The following courses are taught entirely in English and are open to any Cornell student.

250 Dimensions of Religious Experience in Asia Fall. 3 credits.

T R 10:10–11:25. R. Birnbaum.
A systematic approach to various religious traditions of Asia within the context of experience: sacred time, sacred space, ritual behavior, pilgrimage, ideal types, death, relationships to the divine, religious language, sociocosmic systems, et cetera.

307 Asian Dance and Dance Drama (also Theatre Arts 307) Fall or spring. 3 credits.

[Section 1: *Indian Dance* Not offered 1981–82.]

Section 2: *Japanese Noh Theater*
M W F 12:20. M. Bethe.

The M and W classes focus on teaching the dance techniques used in noh. Students learn to perform short pieces from several plays. The Friday class discusses the noh theatre in more general terms, dealing with the plays, music, costumes, and props, and dance. Students read plays and articles about noh and view films and video tapes. There will be short papers and exams. The M and W classes may be taken without the F class, in which case, physical education credit may be earned, but not academic credit. Students who attend all three classes and do all work may earn both physical education credit and 3 units of academic credit.

313 The Japanese Film Spring. 3 credits.
W 7:30–9:30 p.m. plus film viewing W 4:30.
B. deBary.

After an introduction to methods of film analysis, the course presents a sequence of ten films by noted Japanese directors. The aim of the course is two-fold: to enhance appreciation of film as an art form, and to use the formal analysis of the films to yield insights into Japanese society and culture. Particular attention is given to areas in which Japanese film, influenced by traditional arts and aesthetic principles, has resisted Western or Hollywood codes.

[351 Early Buddhism] Fall. 4 credits. A. Grapard. Not offered 1981–82.]

[352 Mahayana Buddhism] Spring. 4 credits.
Prerequisites: Asian Studies 351, 355, or permission of instructor. Not offered 1981–82.]

[355 Japanese Religions] Fall. 4 credits. Not offered 1981–82.]

357 Chinese Religions Fall. 4 credits.
T R 2:30–3:45. R. Birnbaum.

A systematic approach to Chinese religions from the neolithic period to the twentieth century. Using historical and phenomenological approaches, the principle traditions of Confucianism, Taoism, and Buddhism as well as folk religious practices will be explored. Classical texts and scriptures in translation and the lives and teachings of exemplary masters will be explored with respect to topics such as city planning, aesthetics, and medicine and healing, and calendrical systems.

371 Chinese Philosophical Literature Spring. 4 credits.
M W F 10:10. T. L. Mei.

Readings in English translation of Confucian, Taoist, and Buddhist works.

[372 Chinese Poetry] Spring. 4 credits. T. L. Mei. Not offered 1981–82.]

[373 Twentieth-Century Chinese Literature] Fall. 4 credits. E. M. Gunn. Not offered 1981–82.]
See Society for the Humanities 417, The Role of Literature as Presented in Post-1949 Chinese Writing (fall) and 418, Cog or Scout: Functional Concepts of Socialist Literature (spring).

[374 Chinese Narrative Literature Spring.
4 credits. E. M. Gunn. Not offered 1981–82.]

375 Japanese Poetry and Drama Fall. 4 credits.
M W 2:30–3:35. K. Brazell.
A study of selected poets and dramatists in English translation. The course covers works from the eighth through the Manyōshū, imperial anthologies, the poetry of Saigyō, noh plays and haiku.

376 Modern Japanese Fiction 4 credits.
B. deBary. Not offered 1981–82.]

[377 Japanese Narrative Literature 4 credits.
K. Brazell. Not offered 1981–82.]

[379 Southeast Asian Literature in Translation
Not offered 1981–82.]

386 Folk Literature of East Asia Spring. 4 credits.
Hours to be arranged. D. McCann and J. McCoy.
A survey of the folk literature of China, Japan, and Korea within the context of a general consideration of genre, and of the nature of the relationship between folk literature and the literary arts.

400 The Japanese Noh Theatre and Modern Dramatists (also Comparative Literature 400)
Spring. 4 credits.

Hours to be arranged. K. Brazell.
Several weeks will be spent studying the literary, performance and aesthetic aspects of the noh theatre. Emphasis will be on noh as a performance system, a total theatre in which music, dance, text, costume, and props all interact to create the total effect. Then attention will turn to modern theatre people who have reacted to noh in some creative way. Choice of dramatists will depend partially on student interests, but will probably include Yeats, Brecht, Britten, Claudel, Grotowski, and Mishima. All readings may be done in English translation.

For complete descriptions of courses numbered 600 and above, consult the graduate faculty representative.

601 Southeast Asia Seminar: Burma Fall.
4 credits.
Staff. Hours to be arranged. Contact Southeast Asia Program, 120 Uris Hall, 256–2378 for further information.

602 Southeast Asia Seminar: Philippines Spring.
4 credits.
Staff. Hours to be arranged. Contact Southeast Asia Program, 120 Uris Hall, 256–2378 for further information.

604 Southeast Asia Seminar (also International Agriculture 601, Philippine Agricultural Development)

611 Chinese and Japanese Bibliography and Methodology Fall. 1 credit. Prerequisite: permission of the instructor. Required of honors students and master of arts candidates.
Sec 1 (Chinese): W 9:05; sec 2 (Japanese): F 9:05.
D. Perushak.

[650 Seminar on Asian Religions Spring.
2–4 credits. Prerequisite: permission of the instructor.
Not offered 1981–82.]

676 Southeast Asia Research Training Seminar
See Southeast Asia Program, 120 Uris Hall, for more information.

701–702 Seminar in East Asian Literature 701, fall; 702, spring. 1 to 4 credits.
Hours to be arranged. Staff.

Asia—General Courses

401 Asian Studies Honors Course Fall. 4 credits.
Intended for seniors who have been admitted to the honors program.
Staff.
Supervised reading and research on the problem selected for honors work.

402 Asian Studies Honors: Senior Essay Fall or spring. 4 credits. Prerequisite: admission to the honors program.
The student, under faculty direction, prepares an honors essay.

403–404 Asian Studies Supervised Reading
Either or both terms. Credit to be arranged.
Prerequisite: permission of instructor. Open to majors and other qualified students.
Intensive reading under the direction of a member of the staff.

For complete descriptions of courses numbered 600 or above, consult the graduate faculty representative.

605–606 Master of Arts Seminar in East Asian Studies 605, fall; 606, spring. 2–4 credits.
Hours to be arranged. E. Gunn and staff.

703–704 Directed Research 703, fall or spring; 704, fall or spring. Credit to be arranged. Staff.

Related Courses in Other Departments

Economics of Agricultural Development (Agricultural Economics 464)

Food, Population, and Employment (Agricultural Economics 660)

Communication in the Developing Nations (Communication Arts 624)

Seminar on Agricultural Development in Southeast Asia (International Agriculture 601)

Applications of Sociology to Development Programs (Rural Sociology 751)

Architecture in Its Cultural Context (Architecture 667–668)

The six courses listed above will count as College of Arts and Sciences credit only for Asian studies majors.

Urban Anthropology (Anthropology 313)

Meaning Across Cultures (Anthropology 320)

Images of Exotics (Anthropology 325)

Anthropological Approaches to the Study of Buddhism in Asia (Anthropology 619)

[Politics of Industrial Societies (Government 348)
Not offered 1981–82.]

Political Role of the Military (Government 349)

Comparative Revolutions (Government 350)

[The United States and Asia (Government 387)
Not offered 1981–82.]

[Seminar in Comparative Communism (Government 446) Not offered 1981–82.]

Field Seminar in International Relations (Government 606)

Graduate Seminar in Political Economy of Change: Rural Development in the World (Government 648)

Seminar in International Relations of Asia (Government 687)

Introduction to Asian Civilizations: Origins to 1600 (History 190)

Introduction to Asian Civilizations in the Modern Period (History 191)

Introduction to Art History: Asian Traditions (History of Art 280)

[Buddhist Art in Asia (History of Art 381) Not offered 1981–82.]

[Studies in Indian and Southeast Asian Art (History of Art 386) Not offered 1981–82.]

[Ceramic Art of Asia (History of Art 482) Not offered 1981–82.]

[Problems in Asian Art (History of Art 580) Not offered 1981–82.]

China—Area Courses

Traditional Chinese Society and Culture (Anthropology 343)

Modern Chinese Society (Anthropology 344)

Chinese Government and Politics (Government 347)

The Foreign Policy of China (Government 390)

[Readings on the Great Cultural Revolution (Government 447) Not offered 1981–82.]

[Chinese Political Readings (Government 448)
Not offered 1981–82.]

[Capitalism and Communism: Chinese and Japanese Patterns of Development (Government 462) Not offered 1981–82.]

[Politics of China (Government 645) Not offered 1981–82.]

Readings from Mao Ze Dong (Government 651)
Not offered 1981–82.]

China and the West before Imperialism (History 193)

[Chinese Views of Themselves (History 194) Not offered 1981–82.]

Early Warfare, East and West (History 360)

[Art and Society in Modern China (History 390)
Not offered 1981–82.]

History of China up to Modern Times (History 393)

History of China in Modern Times (History 394)

Undergraduate Seminar in Medieval Chinese History (History 492)

Self and Society in Late Imperial and Twentieth-Century China (History 493)

[Undergraduate Seminar: The First Chinese Revolution, 1880–1930 (History 494) Not offered 1981–82.]

Chinese Historiography and Source Materials (History 691)

Problems in Modern Chinese History (History 694)

Seminar in Medieval Chinese History (History 791–792)

Seminar in Modern Chinese History (History 793–794)

Introduction to the Arts of China (History of Art 380)

[The Arts of Early China (History of Art 383) Not offered 1981–82.]

[Chinese Painting (History of Art 385) Not offered 1981–82.]

[Chinese Art of the T'ang Dynasty (History of Art 483) Not offered 1981–82.]

[Studies in Chinese Painting (History of Art 486) Not offered 1981–82.]

The Role of Literature as Presented in Post-1949 Chinese Writing (Society for the Humanities 417)

Cog or Scout: Functional Concepts of Socialist Literature (Society for the Humanities 418)

Other courses dealing extensively with China are Anthropology 322; Government 347, 348, 350, 387, 446, and 645; History 190 and 191; History of Art 280, 381, 482, 580 and 496; and Architecture 667–668.

China—Language Courses

Basic Course (Chinese 101–102)

Cantonese Basic Course (Chinese 111–112)

Intermediate Chinese I (Chinese 201–202)

Chinese Conversation (Chinese 203–204)

Intermediate Cantonese (Chinese 211–212)

Intermediate Chinese (Chinese 301)

Intermediate Chinese III (Chinese 302)

Chinese Conversation—Intermediate (Chinese 303–304)

Intermediate Cantonese II (Chinese 311–312)

FALCON (full-time intensive course, Chinese 161–162)

History of the Chinese Language (Chinese 401–402)

Linguistic Structure of Chinese: Phonology and Morphology (Chinese 403)

[Linguistic Structure of Chinese: Syntax (Chinese 404) Not offered 1981–82.]

Chinese Dialects (Chinese 405)

Chinese Dialect Seminar (Chinese 607)

China—Literature Courses

Introduction to Classical Chinese (Chinese 213–214)

[Chinese Philosophical Texts (Chinese 313) Not offered 1981–82.]

Classical Narrative Texts (Chinese 314)

T'ang and Sung Poetry (Chinese 420)

Readings in Modern Chinese Literature (Chinese 411–412)

Directed Study (Chinese 421–422)

[Readings in Literary Criticism (Chinese 424) Not offered 1981–82.]

Readings in Folk Literature (Chinese 430)

[Seminar in Chinese Poetry and Poetics (Chinese 603) Not offered 1981–82.]

Seminar in Folk Literature (Chinese 609)

Advanced Directed Reading (Chinese 621–622)

Japan—Area Courses

Japanese Society (Anthropology 345)

Japanese Ethnology (Anthropology 645)

[Introduction to Japanese Economy (Economics 366) Not offered 1981–82.]

[Contemporary Japan (Government 100) Not offered 1981–82.]

Politics in Contemporary Japan (Government 346)

[Politics of Productivity: Germany and Japan (Government 430) Not offered 1981–82.]

[Capitalism and Communism: Chinese and Japanese Patterns of Development (Government 462) Not offered 1981–82.]

History of Japan to 1750 (History 397)

History of Modern Japan (History 398)

Seminar in Tokugawa Thought and Culture (History 489)

The Arts of Japan (History of Art 384)

Other courses dealing extensively with Japan are Anthropology 313; Government 334, 348, 387, 446, and 605; History 190, 191, and 192; History of Art 280, 381, 482, and 580; and Architecture 667–668.

Japan—Language Courses

Basic Course (Japanese 101–102)

Accelerated Introductory Japanese (Japanese 123)

Japanese for Business Purposes (Japanese 141–142)

Intermediate Japanese I (Japanese 201–202)

Japanese Conversation (Japanese 203–204)

Intermediate Japanese I and Conversation (Japanese 205–206)

Intermediate Japanese II (Japanese 301–302)

Japanese Communicative Competence (Japanese 303–304)

Advanced Japanese (Japanese 401–402)

Linguistic Structure of Japanese (Japanese 404)

Oral Narration and Public Speaking (Japanese 407–408)

Directed Readings (Japanese 421–422)

FALCON (full-time intensive course, Japanese 161–162)

Japan—Literature Courses

Introduction to Literary Japanese (Japanese 305–306)

Intermediate Literary Japanese (Japanese 405–406)

Directed Readings (Japanese 421–422)

Seminar in Modern Literature (Japanese 611)

Seminar in Classical Literature (Japanese 612)

Advanced Directed Readings (Japanese 621–622)

South Asia—Area Courses

[Culture and Society in South Asia (Anthropology 342) Not offered 1981–82.]

Architecture in Its Cultural Context (Architecture 667–668)

[Government and Politics of India (Government 300) Not offered 1981–82.]

[India: A Political Experiment (Government 451) Not offered 1981–82.]

[Studies in Indian and Southeast Asian Art (History of Art 386) Not offered 1981–82.]

[India as a Linguistic Area (Linguistics 341) Not offered 1981–82.]

[Dravidian Structures (Linguistics 400) Not offered 1981–82.]

Indo-Aryan Structures (Linguistics 442)

[Comparative Indo-European Linguistics (Linguistics 631–632) Not offered 1981–82.]

Elementary Pali (Linguistics 640)

Elementary Sanskrit (Linguistics 641–642)

Seminar (Linguistics 700)

Directed Research (Linguistics 701–702)

Other courses dealing extensively with South Asia are Anthropology 425 and 628; Architecture 433; Asian Studies 250 and 351; Government 387, 605, and 687; History 190 and 191; History of Art 280, 386, 482, and 580; Agricultural Economics 464; Communication Arts 624 and 626; and Rural Sociology 751.

South Asia—Language Courses

Basic Course (Hindi-Urdu 101–102)

Hindi Reading (201–202)

Composition and Conversation (Hindi 203–204)

Readings in Hindi Literature (Hindi 301–302)

Advanced Composition and Conversation (Hindi 303–304)

Advanced Hindi Readings (Hindi 305–306)

[History of Hindi (Hindi 401) Not offered 1981–82.]

[Seminar in Hindi Linguistics (Hindi 700) Not offered 1981–82.]

Basic Course in Sinhala (Sinhalese 101–102)

Sinhala Reading (Sinhalese 201–202)

Composition and Conversation (Sinhalese 203–204)

Basic Course (Tamil 101–102)

Basic Course (Telugu 101–102)

[Telugu Reading (Telugu 201–202) Not offered 1981–82.]

Southeast Asia—Area Courses

Geography and Appraisal of Soils of the Tropics (Agronomy 401)

Ethnographic Films (Anthropology 205)

Applied Anthropology (Anthropology 314 and Rural Sociology 355)

Meaning Across Cultures (Anthropology 320)

Ethnology of Island Southeast Asia (Anthropology 334)

[**Ethnology of Mainland Southeast Asia** (Anthropology 335) Not offered 1981–82.]

[**Myth, Ritual, and Symbol** (Anthropology 424) Not offered 1981–82.]

Ritual Structures and Cultural Pluralism (Anthropology 425)

Anthropological Approaches to the Study of Buddhism in Asia (Anthropology 619)

Political Anthropology: Indonesia (Anthropology 628 and Government 647)

Southeast Asia: Readings in Special Problems (Anthropology 634–635)

Political Anthropology: Culture and Revolution in Indonesia (Anthropology 628 and Government 647)

[**Southeast Asian Literature in Translation** (Asian Studies 379) Not offered 1981–82.]

Southeast Asia Seminar: Burma (Asian Studies 601) Fall. 4 credits. Staff.

Southeast Asia Seminar: Philippines (Asian Studies 602) Spring. 4 credits. Staff.

Southeast Asia Seminar (Asian Studies 604; also International Agriculture 601, Philippine Agricultural Development)

Southeast Asia Research Training Seminar (Asian Studies 676)

Directed Research (Asian Studies 703–704) 703, fall and spring; 704, fall and spring. Credit to be arranged.

Micro-Economic Issues in Agricultural Development (Agricultural Economics 664)

Sociotechnical Aspects of Irrigation (Agricultural Economics 701, Agricultural Engineering 771, and Rural Sociology 754)

Administration of Agricultural and Rural Development (Business and Public Administration NCE 514, International Agriculture 603, and Government 692)

[**Economic Policy and Development in Southeast Asia** (Economics 365) Not offered 1981–82.]

Public Policy and Economic Development (Economics 371)

[**Economic Growth in Southeast Asia** (Economics 678) Not offered 1981–82.]

Southeast Asia Undergraduate Seminar (Government 300)

Government and Politics of Southeast Asia (Government 344)

Political Role of the Military (Government 349)

[**The United States and Asia** (Government 387) Not offered 1981–82.]

Political Anthropology: Culture and Revolution in Indonesia (Government 647, and Anthropology 628)

[**Political Problems of Southeast Asia** (Government 652) Not offered 1981–82.]

The United States and Southeast Asia (Government 687)

Southeast Asian History of the Fourteenth Century: Indochina and the Archipelago to the Fourteenth Century (History 395)

Southeast Asian History from the Fifteenth Century (History 396)

Historiography of Southeast Asia (History 695–696)

Seminar in Southeast Asian History (History 795)

[**Seminar in Southeast Asian History** (History 796) Not offered 1981–82.]

Art in Landscape: The Traditional Arts of Southeast Asia (History of Art 106)

Introduction to Art History: Asian Traditions (History of Art 280)

[**Buddhist Art in Asia** (History of Art 381) Not offered 1981–82.]

[**Studies in Indian and Southeast Asian Art** (History of Art 386) Not offered 1981–82.]

[**Traditional Arts in Southeast Asia** (History of Art 488) Not offered 1981–82.]

[**Problems of Art Criticism** (History of Art 595) Not offered 1981–82.]

Seminar on Agricultural Development in Southeast Asia (International Agriculture 601) See also Asian Studies 604.

Special Studies of Problems of Agriculture in the Tropics (International Agriculture 602)

Comparative Methodology (Linguistics 404)

Sociolinguistics (Linguistics 405–406)

Field Methods (Linguistics 600)

Old Javanese (Linguistics 651–652)

Comparative Thai (Linguistics 752)

Seminar in Southeast Asian Languages (Linguistics 653–654)

Malayo-Polynesian Linguistics (Linguistics 655–656)

Seminar in Austro-Asiatic Linguistics (Linguistics 657–658)

Directed Research (Linguistics 701–702)

Thai Dialectology (Linguistics 751)

Comparative Thai (Linguistics 752)

Tibeto-Burman Linguistics (Linguistics 753)

Introduction to Musics of the World (Music 101)

Gamelan (Music 245–246)

The Study of Non-Western Musics (Music 389)

Gamelan Ensemble (Music 445–446)

Rural Sociology and World Development Problems (Rural Sociology 105)

Rural Development and Cultural Change (Rural Sociology 355)

Subsistence Agriculture in Transition (Rural Sociology 357)

Sociotechnical Aspects of Irrigation (Rural Sociology 754, Agricultural Economics 701, and Agricultural Engineering 771)

Related Courses in Other Departments

Other courses dealing extensively with Southeast Asia are: Anthropology 306, 320, 325, 420, 611, 619, 628; Agricultural Economics 660; Agronomy 401; Architecture 667–668; Asian Studies 250, 351, 352, 650; Communication Arts 624, 626; Education 627, 629; Geological Sciences 424; Government 348, 349, 350, 605, 647, 692; History 190, 191; History of Art 482, 580; International Agriculture 600, 602, 603, 703; Nutritional Sciences 680, 695; and Rural Sociology 650.

Southeast Asia—Language Courses

Basic Course (Burmese 101–102)

Burmese Reading (Burmese 201–202)

Composition and Conversation (Burmese 203–204)

Advanced Burmese Reading (Burmese 301–302)

Basic Course (Cambodian 101–102)

Cambodian Reading (Cambodian 201–202)

Composition and Conversation (Cambodian 203–204)

Advanced Cambodian (Cambodian 301–302)

Directed Individual Study (Cambodian 401–402)

Structure of Cambodian (Cambodian 404)

Basic Course (Cebuano Bisayan 101–102)

Elementary Course (Indonesian 101–102)

Indonesian Reading (Indonesian 201–202)

Composition and Conversation (Indonesian 203–204)

Linguistic Structure of Indonesian (Indonesian 300)

Readings in Indonesian and Malay (Indonesian 301–302)

Advanced Indonesian Conversation and Composition (Indonesian 303–304)

Directed Individual Study (Indonesian 305–306)

Advanced Readings in Indonesian and Malay Literature (Indonesian 401–402)

FALCON (full-time intensive course, Indonesian 161–162)

Elementary Javanese (Javanese 131–132)

Intermediate Javanese (Javanese 133–134)

Intermediate Javanese Readings (Javanese 201–202)

Directed Individual Study (Japanese 203–204)**Basic Course (Tagalog 101–102)****Tagalog Reading (Tagalog 201–202)****Linguistic Structure of Tagalog (Tagalog 300)****Basic Course (Thai 101–102)****Thai Reading (Thai 201–202)****Composition and Conversation (Thai 203–204)****Advanced Thai (Thai 301–302)****Directed Individual Study (Thai 401–402)****Basic Course (Vietnamese 101–102)****Vietnamese Reading (Vietnamese 201–202)****Composition and Conversation (Vietnamese 203–204)****Advanced Vietnamese (Vietnamese 301–302)****Vietnamese Literature (Vietnamese 303–304)****Directed Individual Study (Vietnamese 401–402)**

Astronomy

Y. Terzian, chairman and director of undergraduate studies; 428 Space Sciences Building, 256–4935. S. Beckwith, J. M. Cordes, F. D. Drake, P. J. Gierasch, T. Gold, M. O. Harwit, J. R. Houck, S. T. Ostro, C. E. Sagan, E. E. Salpeter, S. Shapiro, S. Teukolsky, J. Veverka, I. Wasserman.

Professors and graduate students in astronomy at Cornell are very active in the national space exploration program, as well as in studies of infrared astronomy and theoretical astrophysics. Cornell operates two local optical observatories, and the world's largest radiotelescope at Arecibo, Puerto Rico.

The department offers a number of courses that are of general interest, have few or no prerequisites, and are not intended for the training of professional astronomers. These courses are numbered from 101 to 332. The last two of these, Astronomy 331 and 332, require calculus and a year of college physics, and Astronomy 111–112 requires at least coregistration in beginning calculus. The other courses have no college prerequisites at all. Courses numbered above 400 are intended for students who have had two to three years of college physics and at least two years of college mathematics. Astronomy 440, Independent Study, permits students to engage in individual research projects under the guidance of a faculty member.

There is no undergraduate major in astronomy at Cornell because the department believes that a major in physics and mathematics is the best preparation for the study of astronomy at the graduate level. Students who are interested in becoming astronomers should major in physics as undergraduates. It is wise to get an early start in mathematics and physics, preferably by registering for Mathematics 191–192 or 193–194 or 111–112 in the freshman year, and by taking Physics 112 as soon as the prerequisites have been completed.

Concentration. Students interested in astronomy are encouraged to supplement their major with a concentration in astronomy, which is somewhat less intensive than a major. All students are invited to visit the Space Sciences Building, see the exhibits on display there, and consult a faculty member about career plans or choice of courses.

101 The Universe Beyond the Solar System Fall. 4 credits. Prerequisite: high school algebra.

Lecs, M W F 11:15; lab, M T or W 7:30–10 p.m. Y. Terzian, labs, P. Gierasch.

An examination of the universe and our place in it, and the possible existence of life and intelligence elsewhere in the cosmos. The physical nature of stars, galaxies, and quasi-stellar sources. The birth, evolution, and death of stars and the formation of the chemical elements, including discussions of supernovae, pulsars, neutron stars, and black holes. The physical state, composition, and influence of the interstellar material on the evolution of our galaxy. Modern theories of the structure and evolution of the universe.

102 Our Solar System Spring. 4 credits.

Prerequisites: high school algebra and Astronomy 101 or permission of instructor.

Lec, M W F 11:15; lab, M T or W 7:30–10 p.m. Exams may be given in the evening. J. Veverka; labs, P. Gierasch.

Formation of the solar system. Surfaces, environments, and internal structures of planets and satellites. Evolution of the earth's crust, oceans, and atmosphere. Origin of life. Search for life in the solar system and elsewhere.

103 The Universe Beyond the Solar System Fall.

3 credits. This course does not satisfy the distribution requirement in physical sciences.

Identical to 101, except for omission of the laboratory (see description above).

104 Our Solar System Spring. 3 credits. This

course does not satisfy the distribution requirement in physical sciences.

Identical to 102, except for omission of the laboratory (see description above).

111 Astronomy: Stars, Galaxies, and

Cosmology Spring. 4 credits. Intended for engineering and physical sciences freshmen.

Prerequisite: introductory calculus or coregistration in Mathematics 111 or 191.

Lecs, M W F 10:10; rec, one hour each week to be arranged; some evening observing periods.

J. R. Houck.

The formation and evolution of stars. Supernovae, pulsars, quasars, and black holes. The interstellar medium. The structure and evolution of galaxies. Cosmology.

112 Theories of the World: The Solar System,

Planets, and Life Fall. 4 credits. Intended for engineering and physical sciences freshmen.

Prerequisite: introductory calculus or coregistration in Mathematics 111 or 191.

Lecs, M W F 10:10; rec, one hour each week to be arranged; some evening labs to be arranged.

S. Ostro.

The origin of the solar system. Celestial mechanics. The physics and chemistry of planetary surfaces, atmospheres, and interiors. Spacecraft results. Prebiology and the origin of life. The search for life elsewhere in the universe.

201 Our Home in the Universe Fall. 2 credits. No prerequisites.

T R 2:30–3:45. T. Gold

A general discussion of man's relation to the physical universe; the nature of space and time as understood in modern physics; the universe of galaxies and stars, and the particular system of planets and satellites encircling one average such star, our sun. The origin and evolution of the solar system, as revealed by modern planetary exploration. The great uncertainties that remain.

215 Information and Knowledge in Science and Engineering (also Arts and Sciences 200) Fall. 4 credits. No prerequisites.

T R 10:10–11:35. M. Harwit.

Topics to be covered include the exact and probabilistic laws of nature; messages, information

content, and entropy; the Heisenberg uncertainty principle as a fundamental limitation on what we can know about the behavior of physical systems; coding of messages, cryptography, unbreakable codes, error correcting codes; self-replicating machines; transmission of genetic information in biology; mutations and biological evolution; transmission, storage, and processing of information in machines and in animals; robots and artificial intelligence; transmission of information across the universe—astronomical data and communication with intelligent civilizations. Level of *Scientific American*.

321 Life in the Universe Spring. 4 credits.

Prerequisites: elementary course in physical or biological science; elementary calculus.

T R 2:30–3:45. F. D. Drake.

The theories of life in the universe: aspects of stellar evolution relevant to biology; nucleosynthesis; theories of planetary formation; evolution of planetary surfaces and atmospheres; chemical evolution on earth-like planets; evolution of intelligent and technological life. Cosmic limitations on technology. Methods to detect extraterrestrial life, particularly through radio observations; optimization of search methods; hypothetical communication systems.

332 Elements of Astrophysics Spring. 4 credits.

Prerequisites: calculus; Physics 213. Physics 214 strongly recommended.

Lecs, M W F 11:15. S. Beckwith.

An introduction to astronomy with emphasis on the application of physics to the study of the universe. Physical laws of radiation. Theories of the solar system. Distance, size, mass, and age of stars, galaxies, and the universe; stellar evolution and nucleosynthesis; interstellar matter and star formation. Supernovae, pulsars, and black holes. Galaxies and quasars. Introduction to cosmology. Intended for students interested in astronomy, physics, and engineering.

431 Introduction to Astrophysics and Space

Sciences I Fall. 4 credits. Prerequisites: Physics 214 and 318 or their equivalent. There are no astronomy course prerequisites.

M W F 10:10. J. R. Houck, S. Beckwith.

A systematic development of modern astrophysical concepts for physical science majors. Atomic and electromagnetic processes in space. Introduction to star formation, stellar structure, stellar atmospheres, and the interstellar medium. At the level of *Astrophysical Concepts* by Harwit.

432 Introduction to Astrophysics and Space

Sciences II Spring. 4 credits. Prerequisite: Astronomy 431 or permission of instructor.

M W F 10:10. J. Cordes.

Formation of the chemical elements. Origin of the solar system; stellar evolution; white dwarfs, neutron stars, and black holes; stellar systems, clusters, galaxies, and quasars. Cosmology. At the level of *Astrophysical Concepts* by Harwit.

[433 The Sun Fall. Not offered 1981–82.]**434 The Evolution of Planets** Fall. 4 credits.

Prerequisites: Physics 214 and 318 or consent of instructor.

M W F 11:15. J. Veverka.

An introduction to the physical and chemical processes that have been active in altering the environments of planets and satellites from their original to their present state. Theories of the formation of the solar system are reviewed, with special emphasis on chemical differentiation of the primeval solar nebula. A critical assessment is made of how well the various theories account for the clues left in the meteorite record, and how well they explain the current environments of the planets and satellites. The main ideas about the formation and evolution of terrestrial planets, satellite systems, and asteroids are considered in detail. Some specific topics included are: the history of the earth-moon system; the probable evolution of Jupiter's Galilean satellites; and the comparative histories of Venus, Earth, and Mars.

440 Independent Study in Astronomy Fall or spring. 2–4 credits. Prerequisite: consent of instructor. Recommended: familiarity with the topics covered in Astronomy 332, 431, or 434.

Hours to be arranged. Staff.
Individual work on selected topics. A program of study is devised by the student and instructor.

[490 Senior Seminar Fall. Not offered 1981–82.]

[509 General Relativity (also Physics 553) Fall. Not offered 1981–82.]

[510 Applications of General Relativity (also Physics 554) Spring. Not offered 1981–82.]

511 High-Energy Astrophysics Spring. 3 credits.

Hours to be arranged. S. Shapiro, I. Wasserman.
The physics of white dwarfs, neutron stars, and black holes. The formation of compact objects; equilibrium configurations, equations of state, stability criteria, and mass limits; the influence of rotation and magnetic fields. Pulsar phenomena. Mass flow in binary systems; spherical and disk accretion; high-temperature radiation processes. Compact X-ray sources and X-ray bursts.

[516 Galactic Structure and Stellar Dynamics Spring. Not offered 1981–82.]

520 Radio Astronomy Fall. 4 credits.

T R 2:30–3:45. F. Drake and S. Ostro.
Radio astronomy telescopes and electronics; antenna theory; observing procedures and data analysis; concepts of interferometry and aperture synthesis. Radar astronomy techniques. Theories of radio emission; synchrotron emission and thermal emission; applications to the theory of radio sources. Radio astronomy of the solar system. The search for extraterrestrial intelligence.

521 Radio Astrophysics Spring. 4 credits.

T R 2:30–3:45. J. Cordes and staff.
Thermal and nonthermal radiation processes. Emission from the interstellar medium, giant molecular clouds, planetary nebulae, novae, supernovae, pulsars, radio galaxies, quasars. Cosmic blackbody radiation. Galactic structure and kinematics from 21-cm line emission. Models for pulsar magnetospheres, double radio galaxies, and quasi-stellar objects. Observational cosmology.

[523 Signal Processing in Astronomy Spring. Not offered 1981–82.]

[555 Theory of the Interstellar Medium (also Physics 665) Fall. Not offered 1981–82.]

560 Theory of Stellar Structures and Evolution (also Physics 667) Fall. 4 credits.

M W F 2:30. E. Salpeter, I. Wasserman.
Summary of observational facts on stars; dimensional analysis; nuclear reactions and energy transport in stellar interiors; models for static and evolving stars. At the level of *Principles of Stellar Evolution and Nucleosynthesis* by Clayton.

[571 Mechanics of the Solar System (also Engineering T&AM 673) Spring. Not offered 1981–82.]

[575 Radiative Transfer and Planetary Atmospheres Fall. Not offered 1981–82.]

579 Celestial Mechanics (also Engineering T&AM 672) Fall. 3 credits.

Two 1¼-hour lec a week, hours to be arranged. J. Burns.
Orbits: 2-body, 3-body, and n-body problems. Hill Curves, libration points and stability, capture problems, virial theorem. Osculating elements. Perturbation equations: effects of gravitational potentials, atmospheric drag, and radiation forces on orbits. Secular perturbations, resonance problems.

[620 Seminar: Advanced Radio Astronomy Fall. Not offered 1981–82.]

633 Seminar: Infrared Astronomy Fall; offered when there is sufficient demand. 2 credits.

M. Harwit.
Techniques of modern infrared astronomical observation; emission mechanisms of cosmic infrared radiation; infrared observations of planets, stars, nebulae, galaxies, and cosmic background radiation.

640 Advanced Study and Research Fall or spring. Credit to be arranged.

Hours to be arranged. Staff.
Guided reading and seminars on topics not currently covered in regular courses.

[660 Cosmic Electrodynamics (also Engineering A&EP 608) Spring. Not offered 1981–82.]

671 Special Topics in Planetary Astronomy: The Saturn System Fall. 3 credits.

W 11:30–1:30. C. Sagan.
Topics vary. The course has focused on such topics as the interiors of planets; Martian exploration; cosmic chemistry and exobiology; and instrumental techniques.

[673 Seminar: Current Problems in Planetary Fluid Dynamics Spring. Not offered 1981–82.]

[680 Seminar: Cosmic Rays and High-Energy Electromagnetic Radiation (also Physics 680) Spring. Not offered 1981–82.]

699 Seminar: Current Problems in Theoretical Astrophysics Fall. 3 credits. May be repeated for credit.

T R 10:10–11:35. S. Shapiro.
Study of the latest problems in theoretical astrophysics; content change from year to year.

Biological Sciences

R. H. Barker, director; H. T. Stinson, associate director and director of undergraduate studies, 118 Stimson Hall, 256–5233; S. D. Miller, assistant director of undergraduate studies, Biology Center, G20 Stimson Hall, 256–3358.

Biology is an extremely popular subject at many universities for a variety of reasons: it is a science that is in an exciting phase of development; it prepares students for careers in challenging and appealing fields such as human and veterinary medicine and environmental sciences; and it deals with the inherently interesting questions that arise when we try to understand ourselves and the living world around us. Many of the decisions we face today deal with the opportunities and problems that biology has put before us.

At Cornell the program of study in biology is offered by the Division of Biological Sciences to students enrolled in either the College of Agriculture and Life Sciences or the College of Arts and Sciences.

The biology program is designed to enable students to acquire necessary scientific foundations, to become familiar with different aspects of modern biology, and then to concentrate in a specific area of biology. Areas of concentration include animal physiology and anatomy; biochemistry; botany; cell biology; ecology, systematics, and evolution; genetics and development; or neurobiology and behavior. Special programs are available for qualified students with particular interest in areas such as marine biology, nutrition, microbiology, biophysics, or general biology. For more details see the Division of Biological Sciences section.

Burmese, Cambodian, and Cebuano (Bisayan)

See Modern Languages, Literatures, and Linguistics, p. 140.

Chemistry

R. Hoffmann, chairman and director of undergraduate studies, 122 Baker Laboratory, 256–4174.

A. C. Albrecht, B. A. Baird, J. M. Buritch, B. K. Carpenter, J. C. Clardy, D. B. Collum, W. D. Cooke, R. C. Fay, M. E. Fisher, J. H. Freed, B. Ganem, M. J. Goldstein, E. R. Grant, G. G. Hammes, P. L. Houston, F. W. McLafferty, J. E. McMurry, J. Meinwald, G. H. Morrison, R. F. Porter, L. Que, J. R. Rasmussen, H. A. Scheraga, M. J. Sienko, D. A. Usher, B. Widom, J. R. Wiesenfeld, C. F. Wilcox, P. T. Wolczanski

The chemistry department offers a full range of courses in physical, organic, inorganic, analytical, theoretical, bioorganic, and biophysical chemistry. In addition to their teaching interests, chemistry faculty members have active research programs. The link between teaching and research is a vital one in a continuously evolving scientific subject; it ensures that students will be provided with the most advanced information and perspectives.

The Major

The chemistry major at Cornell is not an easy option; it requires conceptual skills in mathematics and logical thinking, practical and laboratory skills, and creativity in the design of experiments. In recent years chemistry majors have gone on to graduate study in chemistry, medicine, law, and business management, as well as directly into positions with chemical and pharmaceutical companies. A major in chemistry can provide the basis for significant work in related areas, such as molecular biology, chemical physics, geochemistry, chemical engineering, and solid-state physics.

A major in chemistry permits considerable flexibility in the detailed planning of a course program. The required courses can be completed in three years, leaving the senior year open for advanced and independent work under the supervision of a professor.

The courses are arranged as a progression, with some courses (including mathematics and physics) prerequisite to those that are more advanced. During the first year the student should normally register for general chemistry (preferably but not necessarily Chemistry 215), mathematics, a freshman seminar course, a foreign language if necessary, or, in some instances, physics. Although Chemistry 215–216 is preferred, students may begin their programs with Chemistry 207–208. Chemistry 215–216 is limited to those students with good preparation and a strong interest in chemistry. Students who do not know if their preparation is adequate should consult the instructor. In the second year the student should complete calculus and take physics and organic chemistry. (Chemistry 359–360 is preferred to Chemistry 357–358). The second-year laboratory courses include 300, Quantitative Chemistry, if needed, and 301, Experimental Chemistry I; 389–390, Physical Chemistry I and II, and 302–303, Experimental Chemistry II and III, which should be completed in the third year. Advanced work in chemistry and related subjects can be pursued in the fourth year and, to some extent, in the earlier years as well. The opportunity for independent research is also available. All students with questions about details of a major program are encouraged to consult the chairperson of the Department of Chemistry or the chairperson's representative. Entering students who are exceptionally well prepared in chemistry may receive advanced placement credit for Chemistry 207–208 and proceed to a more advanced program.

Prerequisites for admission to a major in chemistry are (1) Chemistry 215–216 or 207–208 plus 300; (2) Physics 207; and (3) Mathematics 111 or 191.

Students are not encouraged to undertake a major in chemistry unless they have passed those prerequisite courses at a good level of proficiency. Knowledge of simple computer programming is essential. This may be achieved either by self-study (a syllabus is available) or by taking courses such as Computer Science 100. The minimum additional courses that must be completed for a major in chemistry are listed below.

- 1) Chemistry 301, 302, 303, 359–360 (or if necessary, 357–358 may be substituted), and 389–390
- 2) Mathematics 112 plus 214, 215, 216, 217, or 122 plus 221, 222; or 192 plus 293, 294
- 3) Physics 208

Potential majors electing to take the mathematics sequence 214–217 are strongly urged to do so in their sophomore year to avoid scheduling conflicts with Chemistry 389 in their junior year.

This sequence is a core program in chemistry. It is anticipated that students will, through elective courses, extend it substantially in whatever direction suits their own needs and interests. It is particularly important that those going on to do graduate work in chemistry recognize that these requirements are minimal, and such students are strongly urged to supplement their programs, where possible, with Chemistry 404, 405, 605, 606, 607, 668, 681, and German or Russian. Even students not planning graduate work in chemistry should consider advanced work in physics and mathematics, courses in the biological sciences, and advanced work in chemistry as possible extensions of the basic program.

Honors. The honors program in chemistry offers superior students an opportunity to study independently in seminars and to gain additional experience by engaging in research during the senior year. It is particularly recommended to those who plan graduate work in chemistry. Prospective candidates should complete the introductory organic chemistry and physical chemistry sequences by the end of the junior year. However, failure to have completed those courses in the junior year does not in itself disqualify a student from the honors program. Completion of the program at a high level of performance leads to the degree of Bachelor of Arts with honors in chemistry. Students will be admitted to the program by invitation of the department. Selection will be based on a superior cumulative average, including chemistry grades, and high performance in a prior research program. Prospective candidates should discuss their plans with advisers by March 1 of their junior year. Participants are notified by early January of their senior year. To be awarded honors, candidates must show outstanding performance in at least 8 credits of undergraduate research such as is offered in Chemistry 421, 433, 461, or 477. In addition, high performance, including the writing of a thesis, in the honors seminar (Chemistry 498) is expected.

Laboratory Course Regulations

Students registered for laboratory courses who do not appear at the first meeting of the laboratory will forfeit their registration.

Students and members of the teaching staff are required to wear safety glasses or approved eye-protective devices in all chemistry laboratories. Those who fail to cooperate with the safety program may be asked to leave the laboratories.

Students are required to pay for glassware and any other items broken or missing from their laboratory desks at the close of each semester. Students who fail to inventory their desks at the appointed time in the presence of their instructor are charged a \$5 fee in addition to charges for any breakage.

Course Information

Preliminary examinations for all courses may be given in the evening

103–104 Introduction to Chemistry 103, fall; 104, spring. 3 credits each term. Enrollment limited. Prerequisite for Chemistry 104: Chemistry 103. Recommended for students who have not had high school chemistry and for those needing a less mathematical course than Chemistry 207–208.

Lecs, M W 11:15 or 12:20; lab, T or R 8–11, or F 10:10–1:10, or M W or F 1:25–4:25. Prelims: 6:30–8 p.m. Oct. 15, Nov. 19, March 4, April 15. Fall, H. A. Scheraga; spring, J. E. McMurry.

An introduction to chemistry with emphasis on the important principles and facts of inorganic and organic chemistry.

[200 Man in His Chemical Environment] Fall. 3 credits. Prerequisites: 103–104 or 207–208. Enrollment limited. Offered alternate years. Not offered 1981–82.

Lec T R 12:20; rec, T 1:25 or R 10:10 or 1:25. The chemical aspects of the human environment, including the composition and properties of materials as these affect our environment. Chemical limitations on the balance between survival and quality of living.]

202 Origins of Life Spring. 3 credits.

Prerequisites: one year of chemistry or biochemistry. Extra sessions will be held periodically for students without this background. S-U grades; letter grades possible after consultation with instructor.

Lecs and discs, T R 12:20–1:30. D. A. Usher. Birth of solar system and conditions on the early earth; characteristics of molecules essential to life today; prebiotic syntheses of biological molecules and further chemical evolution: origin of protein synthesis and the genetic code; effect of cycles in temperature (day and night, summer and winter) and humidity (dew, rain, tides) on early chemical systems; the rock record; geological and molecular fossils; other possibilities for life: different genetic material and extraterrestrial life. A determined effort is made to distinguish fact from hypothesis and from fiction; there will be much critical reading of the research literature.

207–208 General Chemistry 207, fall; 208, spring. 4 credits each term. Enrollment limited.

Recommended for those students who will take further courses in chemistry. Prerequisite for 207: high school chemistry. Prerequisite for 208: Chemistry 207 or 103–104.

Lecs: fall, T R 9:05, 10:10, or 12:20; spring, T R 9:05 or 10:10. Lab: fall, T W R or S 8–11; F 10:10–1:10; M T W R or F 1:25–4:25; spring, M T W R or F 12:20–4:25 or S 8–12. Prelims: 6:30–8 p.m. Oct. 13, Nov. 17, March 2, April 13. Fall, B. Widom and M. J. Sienko; spring, R. C. Fay and L. Que.

The important chemical principles and facts are covered, with considerable attention given to the quantitative aspects and to the techniques important for further work in chemistry. Second-term laboratory includes a systematic study of qualitative analysis.

Note: Entering students exceptionally well prepared in chemistry may receive advanced placement credit for Chemistry 207–208 by demonstrating competence in the advanced placement examination of the College Entrance Examination Board or in the departmental examination given at Cornell before classes start in the fall.

215–216 General Chemistry and Inorganic Qualitative Analysis 215, fall; 216, spring. Fall, 4 credits; spring, 5 credits. Recommended for students who intend to specialize in chemistry or in closely related fields. Enrollment limited.

Prerequisites: good performance in high school chemistry and physics and in mathematics SAT. Coregistration in a calculus course at the level of Mathematics 111 or 191 is required for students who have not taken high school calculus. Prerequisite for Chemistry 216: Chemistry 215.

Fall: lec, M W F 12:20; lab, M T W R, or F 1:25–4:25. Spring: lec or rec, M W F 12:20; two labs, M W 1:25–4:25, T R 10:10–1:10, T R 1:25–4:25 or F 1:25–4:25 and S 8–11. Prelims: 6:30–8 p.m. Sept. 24, Oct. 29, Nov. 24, Feb. 18, March 9, April 22. Fall, B. A. Baird and G. G. Hammes; spring, R. F. Porter and P. T. Wolczanski.

An intensive systematic study of the laws and concepts of chemistry, with considerable emphasis on quantitative aspects. Second term includes systematics of inorganic chemistry. Laboratory work covers both qualitative and quantitative analysis.

251 Introduction to Experimental Organic Chemistry Fall. 2 credits. Recommended for nonchemistry majors. Prerequisite or corequisite:

Chemistry 253 or 357 or permission of instructor. Lec, M or F 8 (all students attend first lecture); lab, M T W or R 1:25–4:25, or T or R 8–11. Prelims: 6:30–8 p.m. Oct. 22, Nov. 19. D. B. Collum.

An introduction to synthesis and the separation and handling of materials including applications of many types of chromatography, simple and fractional distillation, crystallization, extraction, and others.

252 Elementary Experimental Organic Chemistry Spring. 2 credits. Recommended for non-chemistry majors. Prerequisite: Chemistry 251.

Lec, M 8; lab, M T W or R 1:25–4:25. B. K. Carpenter. A continuation of Chemistry 251.

253 Elementary Organic Chemistry Fall.

4 credits. Primarily for students in the premedical and biological curricula. Enrollment limited to 480 students. Prerequisite: Chemistry 104 with grade of C or better or Chemistry 208 or 216.

Lecs, M W F S 10:10; make-up lec may be given in the evening. Prelims: 6:30–8 p.m. Oct. 1, Oct. 29, Nov. 24. J. E. McMurry.

The occurrence and properties of organic molecules and the mechanisms of organic reactions, including a brief introduction to the organic chemistry of biological systems, are studied.

Note: Premedical students should determine the entrance requirements of the particular medical school they wish to enter. Students may earn 6 credits by taking Chemistry 251–253 or 8 credits by taking Chemistry 253–301 or 253, 251, and 252.

287–288 Introductory Physical Chemistry 287, fall; 288, spring. 3 credits each term. Prerequisites: Chemistry 208 or 216 and Mathematics 111–112, or permission of instructor. Prerequisite for 288: Chemistry 287.

Lecs, M W F 9:05; rec, M W or F 1:25. Fall, E. R. Grant; spring, B. Baird. A systematic treatment of the fundamental principles of physical chemistry.

289–290 Introductory Physical Chemistry Laboratory 289, fall; 290, spring. 2 credits each term. Prerequisite for 290: Chemistry 289.

Coregistration in 287–288 is required. Lec, T or R 1:25; lab, M T W R or F 1:25–4:25. Fall, J. R. Wiesenfeld; spring, A. C. Albrecht. Quantitative and qualitative methods basic to the experimental study of physical chemistry.

300 Quantitative Chemistry Fall. 2 credits. Prerequisite: Chemistry 208 or advanced placement in chemistry.

Lec, F 12:20; lab, M T W R or F 1:25–4:25 or T R 8–11. Weekly optional recs may be offered. Organizational meeting on first class day of semester, 12:20. G. H. Morrison.

Common quantitative procedures and techniques essential to laboratory work in the sciences are emphasized. The relationships between theories and applications are stressed.

301 Experimental Chemistry I Spring. 4 credits. Prerequisite: Chemistry 216 or 300, and 253 or 357 or 359. Concurrent registration in Chemistry 253 is not recommended.

Lecs, M W 8; 2 labs, M W 1:25–4:25 or T R 8–11, or T R 1:25–4:25. J. R. Rasmussen.
An introduction to synthesis and the separation and handling of materials, including applications of many types of chromatography, simple and fractional distillation, crystallization, extraction, and others.

302 Experimental Chemistry II Fall. 4 credits. Enrollment limited; preference given to chemistry majors. Prerequisite: Chemistry 301.

Lecs, M W 9:05; 2 labs, M W 1:25–4:25, T R 9–12, T R 1:25–4:25, or F 1:25–4:25 and S 9–12.
J. M. Burlitch, C. F. Wilcox.
Various aspects of qualitative and quantitative analysis of both inorganic and organic compounds, including optical spectroscopy, atomic absorption, NMR, mass spectroscopy, GCMS, and electrochemical methods are surveyed.

303 Experimental Chemistry III Spring. 4 credits. Each lab limited to 18 students. Prerequisites: Chemistry 302, 389, 390; coregistration in the latter is permissible; knowledge of computer programming is essential.

Lecs, M W 9:05 (some weeks lec may be on F instead of W); 2 labs, M W 1:25–4:25 or T R 8–11 or 1:25–4:25. P. L. Houston, R. F. Porter.
An introduction to the techniques of vacuum line construction and operation; the principles and assembly of electronic measuring devices, optics, and kinetics.

357–358 Introductory Organic Chemistry 357, fall; 358, spring. 3 credits each term. Prerequisites: Chemistry 208 or 216 or advanced placement in chemistry. Concurrent registration in Chemistry 251 in the fall term or Chemistry 301 in the spring term is recommended. Prerequisite for Chemistry 358: Chemistry 357.

Lecs, M W F 9:05; optional rec may be offered. Fall, J. Meinwald; spring, J. C. Clardy.
A systematic study of the more important classes of carbon compounds—reactions of their functional groups, methods of synthesis, relations, and uses.

359–360 Organic Chemistry I and II 359, fall; 360, spring. 4 credits each term. Recommended for students who intend to specialize in chemistry or closely related fields. Enrollment limited. Prerequisites: Chemistry 216, or 208 with a grade of B or better, or consent of instructor. Prerequisite for Chemistry 360: Chemistry 359.

Lecs, M W F 9:05; make-up lecs, W 7:30 p.m. M. J. Goldstein.
A rigorous and systematic study of organic and organometallic compounds, their structures, the mechanisms of their reactions, and the ways that they are synthesized in nature and in the laboratory.

389–390 Physical Chemistry I and II 389, fall; 390, spring. 4 credits each term. Prerequisites: Mathematics 214, 215, 216, or ideally, 221–222; Physics 208, Chemistry 208 or 216 or permission of instructor. Prerequisite for Chemistry 390: Chemistry 389.

Lecs, M W F 10:10; rec and make-up lec, W 7:30 p.m. Prelims: 8:40–10:30 p.m. Sept. 24, Oct. 15, Nov. 12, Dec. 10, Feb. 18, March 18, April 15. Fall, P. L. Houston; spring, H. A. Scheraga.
The principles of physical chemistry are studied from the standpoint of the laws of thermodynamics, kinetic theory, and quantum chemistry.

[404 Advanced Measurements Laboratory] Fall. 4 credits. Prerequisite: Chemistry 303. Not offered 1981–82.

Lab, M T R 1:25–4:25; plus occasional evening lec. Alternate hours may be arranged if necessary. Applications of modern experimental techniques in a variety of fields. Emphasis is on kinetics, spectroscopy, and electronics.]

405 Techniques of Modern Synthetic Chemistry Spring. 4 credits. Enrollment limited. Prerequisite: Chemistry 302. Selection of students is based on grades in Chemistry 301 and 302. With permission of the instructor, graduate students may perform a minimum of three two-week experiments on a prearranged schedule.

Lab time required: 12 hours each week including at least two 4-hour sessions in 2 sections (M W 1:25 or T R 1:25). First meeting will be at 4:30 p.m. on first class day of semester. Lec, first week only, at times to be arranged. J. M. Burlitch.

The syntheses of complex organic and inorganic molecules are carried out, with emphasis on the following techniques: vacuum line, high pressure, high temperature solid-state, inert atmosphere, nonaqueous solvents, radioactive labeling, photochemical and electrochemical methods, solid phase peptide synthesis, and macro and micro techniques. Elementary glassblowing.

421 Introduction to Inorganic Research Fall or spring. 2–4 credits. Prerequisites: Chemistry 303 and 389–390, or Chemistry 287–288, and Chemistry 289–290 with an average of B– or better, or permission of instructor.

Selected faculty.
Informal advanced laboratory and library work, planned in consultation with a staff member, preparing and characterizing inorganic substances and culminating in a written report.

433 Introduction to Analytical Research Fall or spring. 2–4 credits. Prerequisites: Chemistry 303 and 390 with an average of B– or better or permission of instructor.

Selected faculty.
Informal research in analytical chemistry involving both laboratory and library work.

461 Introduction to Organic Research Fall or spring. 2–4 credits. Enrollment limited to those having a record of B– or better in prerequisite courses. Prerequisites: Chemistry 302 and 358 or 360 or permission of instructor.

Selected faculty.
Informal research in organic chemistry involving both laboratory and library work.

477 Introduction to Research in Physical Chemistry Fall or spring. 2–4 credits. Prerequisites: Chemistry 390 with an average of B– or better and permission of instructor.

Selected faculty.
Informal laboratory and library work in physical chemistry, planned in consultation with a staff member.

498 Honors Seminar Spring. Noncredit. Admission by departmental invitation. Additional prerequisite or corequisites: outstanding performance in either (1) two coherent 4-credit units of research in a course such as Chemistry 421, 433, 461, or 477; or (2) one 4-credit unit in a course such as Chemistry 421, 433, 461, or 477 and summer research equivalent to at least 4 credits in the same subject.

G. H. Morrison.
Informal presentations and discussions of selected topics in which all students participate. Individual research is on advanced problems in chemistry under the guidance of a faculty member, culminating in a written report.

600 General Chemistry Colloquium Fall and spring. Noncredit. Required of all graduate students except those majoring in organic or bioorganic chemistry. Open to qualified juniors and seniors.

R 4:40.
A series of talks representative of all fields of current research interest in chemistry other than organic chemistry, given by research associates, faculty members, and distinguished visitors.

605 Advanced Inorganic Chemistry I: Symmetry and Structure Fall. 4 credits. Prerequisite: Chemistry 389–390 or equivalent or permission of instructor.

Lecs, M W F 11:15. R. C. Fay.
This is the first of a three-term sequence. Symmetry and structure of discrete molecules, translational symmetry of arrays of molecules in crystals. Group theory at the level of Cotton's *Chemical Application of Group Theory*, Schonland's *Molecular Symmetry*, and Hall's *Group Theory and Symmetry in Chemistry*. Applications include molecular orbital theory, hybridization, and molecular vibrations. Readings in the chemistry of nontransition elements at the level of Cotton and Wilkinson's *Advanced Inorganic Chemistry*.

[606 Advanced Inorganic Chemistry II: Structure and Dynamics] Spring. 4 credits. Prerequisite: Chemistry 605 or permission of instructor. Not offered 1981–82.

Lecs, M W F 9:05.
The second of a three-term sequence. The development of general background and systematics through which structure, stereochemistry, and reaction mechanism of inorganic and organometallic compounds can be understood and anticipated. Readings at the level of Coates, Green, and Wade's *Organometallic Compounds* and Basolo and Pearson's *Inorganic Reaction Mechanisms*.]

607 Advanced Inorganic Chemistry III: Structure and Properties Spring. 4 credits. Prerequisite: Chemistry 605 or permission of instructor.

Lecs, M W F 9:05. M. J. Sienko.
The third of a three-term sequence. Introduction to ligand field theory and solid-state structure and properties, at the level of Figgis' *Introduction to Ligand Fields*. Krebs' *Fundamentals of Inorganic Crystal Chemistry* and Sach's *Solid State Theory*. Readings in transition metal chemistry at the level of Cotton and Wilkinson's *Advanced Inorganic Chemistry*.

622 Chemical Communication (also Biological Sciences 623) Fall. 3 credits. Intended primarily for research-oriented students. Limited to 30 students. Prerequisites: Chemistry 358, Biological Sciences 102, and Biochemistry 231. Offered alternate years.

Lecs, M W F 1:25. J. Meinwald, T. Eisner, W. Roelofs, and guest speakers.
The production, transmission, and reception of chemical signals in communicative interactions of animals, plants, and microorganisms. Communication involving insects is emphasized. Specific topics are treated, with varying emphasis on chemical, biochemical, neurobiological, ecological, and evolutionary principles.

625 Advanced Analytical Chemistry I Fall. 4 credits. Open to undergraduates with permission of instructor. Prerequisite: Chemistry 288 or 390 or equivalents.

Lecs, M W F 8; exams, T 7:30 p.m. W. D. Cooke, F. W. McLafferty, J. C. Clardy.
The application of molecular spectroscopy to chemical problems. Topics in ultraviolet, infrared, NMR, Raman, and mass spectroscopy are discussed.

627 Advanced Analytical Chemistry II Spring. 3 credits. Primarily for graduate students. Prerequisite: Chemistry 288 or 390 or equivalent. Offered alternate years.

Lecs, T R 10:10; problem sessions and exams, T 7:30. F. W. McLafferty.
Modern analytical methods, including electron, Mössbauer, and Fourier spectroscopy; mass spectrometry; methods applicable to macromolecules; information theory.

[628 Advanced Analytical Chemistry III] Spring. 3 credits. Primarily for graduate students. Prerequisite: Chemistry 288 or 390 or equivalents. Offered alternate years. Not offered 1981–82.

Lecs, T R 10:10. G. H. Morrison.

Modern trace, micro, and surface methods of analysis, including atomic spectrometry, solid mass spectrometry, activation analysis, microscopes, microprobes, and electron spectroscopy.]

650–651 Organic and Organometallic Chemistry Seminar 650, fall; 651, spring. Noncredit. Required of all graduate students majoring in organic or bioorganic chemistry. Open to qualified juniors and seniors.

M 8:15 p.m.

A series of talks representative of all fields of current research interest in organic and organometallic chemistry, given by research associates, faculty members, and distinguished visitors.

665 Advanced Organic Chemistry Fall. 4 credits. Primarily for graduate students and upperclass undergraduates. Prerequisites: Chemistry 253 or 358 or 360 and 390 or equivalents or permission of instructor.

Lecs, M W F 12:20; make-up lectures and exams, W 7:30 p.m. B. K. Carpenter.

A survey of reaction mechanisms and reactive intermediates in organic chemistry. Applications of qualitative molecular orbital theory are emphasized.

666 Synthetic Organic Chemistry Spring. 4 credits. Primarily for graduate students and upperclass undergraduates. Prerequisites: Chemistry 665 or permission of instructor.

Lecs, M W F 10:10; additional lec to be arranged. D. B. Collum.

Modern techniques of synthesis; applications of organic reaction mechanisms to the problems encountered in rational multistep synthesis, with particular emphasis on modern developments in synthetic planning.

[668 Chemical Aspects of Biological Processes] Fall. 4 credits. Prerequisites: Chemistry 358 or 360 and 390 or 288 or equivalents. Not offered 1981–82.

Lecs, M W F 10:10.

Biochemical systems, bioenergetics, enzymes, metabolic pathways, chemical evolution. This course forms the chemical basis for the graduate program in molecular biology.]

672 Enzyme Catalysis and Regulation Spring. 4 credits. Primarily for graduate students in chemistry and biochemistry. Prerequisites: Chemistry 358 or 360 and 390 or equivalents, and a course in general biochemistry.

Lecs, M W F 9:05 and occasionally W 7 p.m.

G. G. Hammes.

Protein structure and dynamics, steady-state and transient kinetics, binding isotherms, chemical modification enzymes, application of NMR, EPR, and fluorescence, acid-base catalysis, allosterism; discussion of specific enzymes to illustrate general principles.

677 Chemistry of Nucleic Acids Fall. 4 credits. Primarily for graduate students. Prerequisites: Chemistry 358 or 360, and 390 or equivalents. S-U grades only. Offered alternate years.

Lecs, M W F 8. D. A. Usher.

Properties, synthesis, and reactions of nucleic acids.

678 Thermodynamics Spring. 4 credits. Primarily for graduate students. Prerequisite: Chemistry 288 or 390 or equivalents.

Lecs, T R 8:30–9:55; disc to be arranged.

B. Widom.

Development of the general laws of equilibrium thermodynamics. Applications to the study of physicochemical equilibrium in gases, liquids, solids, and liquid solutions.

681 Physical Chemistry III Fall. 4 credits. Prerequisites: Chemistry 288 or 390; Mathematics 214, 215, 216, 217, and Physics 208; or equivalents.

Lecs, M W F 10:10 and occasionally W 7:30 p.m.

A. C. Albrecht.

An introduction to the principles of quantum theory and statistical mechanics, atomic and molecular spectra, and elementary valence theory. At the level of *Atoms and Molecules* by Karplus and Porter.

[686 Physical Chemistry of Proteins] Spring. 4 credits. Primarily for graduate students. Prerequisites: Chemistry 288 or 390 or equivalents. Offered alternate years. Not offered 1981–82.

Lecs, M T W R F 8 and occasionally W 7:30 p.m.

H. A. Scheraga.

Chemical constitution, molecular weight, and structural basis of proteins; thermodynamic, hydrodynamic, optical, and electrical properties; protein and enzyme reactions; statistical mechanics of helix-coil transition in biopolymers; conformation of biopolymers: protein folding.]

700 Baker Lectures Fall, on dates to be announced. Noncredit.

H. B. Gray, California Institute of Technology.

Distinguished scientists who have made significant contributions to chemistry present lectures for periods varying from a few weeks to a full term.

701–702 Introductory Graduate Seminar in Analytical, Inorganic, and Physical Chemistry

701, fall; 702, spring. Noncredit. Required of all first-year graduate students majoring in analytical, inorganic, physical, theoretical, and biophysical chemistry.

Hours to be arranged. F. W. McLafferty.

716 Selected Topics in Advanced Inorganic Chemistry Fall. 3 credits. Prerequisite: Chemistry 390 or equivalent.

Lecs, T R 12:20. B. K. Carpenter.

Topics vary.

765 Physical Organic Chemistry I Spring. 4 credits. Primarily for graduate students.

Prerequisite: Chemistry 665 or permission of instructor.

Lecs, M W F 11:15. C. F. Wilcox.

Continues and extends the approach of Chemistry 665 to more complicated organic reactions. Emphasis is on applications of reaction kinetics and isotope effects to gain an understanding of reaction mechanisms.

[766 Physical Organic Chemistry II] Spring. 3 credits. Primarily for graduate students.

Prerequisite: Chemistry 765 or permission of instructor. Not offered 1981–82.

Quantitative aspects of organic chemistry.]

[770 Selected Topics in Organic Chemistry] Fall. 3 credits. Primarily for graduate students.

Prerequisites: Chemistry 665–666 or permission of instructor. Not offered 1981–82.

Lecs, M W 11:15

Topics vary.]

[774 Chemistry of Natural Products] Spring. 3 credits. Primarily for graduate students.

Prerequisites: Chemistry 665–666. Not offered 1981–82.

Lecs, T R 12:20.

Particular attention is devoted to methods of structure determination and synthesis as applied to selected terpenes, steroids, alkaloids, and antibiotics.]

780 Principles of Chemical Kinetics Fall.

4 credits. Prerequisite: Chemistry 681 or permission of instructor.

Lecs, T R 10:10–12:10 and occasionally T 7 p.m.

E. R. Grant.

Principles and theories of chemical kinetics; special topics such as fast reactions in liquids, enzymatic reactions, energy transfer, and molecular beams.

[782 Special Topics in Biophysical and Bioorganic Chemistry] Spring. 3 credits. Not offered 1981–82.

Lecs, T R 11:15.

Topics vary from year to year.]

789 X-ray Crystallography Spring; offered only when sufficient registration warrants. 4 credits. Prerequisite: Chemistry 288 or 390 or permission of instructor.

Hours to be arranged. J. C. Clardy.

A beginning course in the application of X-ray crystallography to structural chemistry. Topics include symmetry properties of crystals, diffraction of X-rays by crystals, interpretation of diffraction data and refinement of structures. The chemical information available from a diffraction experiment is stressed and theoretical aspects are illustrated by conducting an actual structure determination as a classroom exercise. At the level of Ladd and Palmer's *Structure Determination by X-ray Crystallography*.

793 Quantum Mechanics I Fall. 4 credits.

Prerequisites: Chemistry 681, coregistration in Mathematics 421, and Physics 431 or equivalents or permission of instructor.

Lecs, T R 8:40–9:55. J. H. Freed.

Schrödinger's equation, wave packets, uncertainty principle, WKB theory, matrix mechanics, orbital and spin angular momentum, exclusion principle, perturbation theory, variational principle, Born-Oppenheimer approximation. At the level of Bohm's *Quantum Theory*.

794 Quantum Mechanics II Spring. 4 credits.

Prerequisites: Chemistry 793 or equivalent and coregistration in Physics 432 and Mathematics 422, or permission of instructor.

Lecs M W F 10:10. J. H. Freed.

Time-dependent phenomena in quantum mechanics and interaction with radiation. Group theory and applications in molecular spectroscopy and electronic structure of atoms and molecules. At the level of Tinkham's *Group Theory in Quantum Mechanics*.

796 Statistical Mechanics (also Physics 562)

Spring. 4 credits. Primarily for graduate students.

Prerequisite: Chemistry 793 or equivalent.

Lecs, T R 8:30–9:50. M. E. Fisher.

Thermodynamic assemblies; Legendre transformation. Ergodic and information theory ideas. Ensembles and partition functions; equivalences and fluctuations; indistinguishability. Thermodynamic properties of ideal gases and crystals; Third Law; chemical equilibria. Imperfect gases; correlation functions and their applications. Ideal quantal gases; Bose-Einstein condensation. Ideal paramagnets. Ising models and lattice gases. At the level of Kubo's *Statistical Mechanics*.

[798 Selected Topics in Physical Chemistry] Spring. 3 credits.

Lecs, T R S 9:05. Not offered 1981–82.

Topics vary. In spring 1982 the topic will be the electronic structure of organic, organometallic, and inorganic molecules.]

Chinese

See Departments of Asian Studies p. 98, and Modern Languages, Literatures, and Linguistics, p. 140.

Classics

K. Clinton, chairman; L. S. Abel, F. M. Ahl, R. J. Burton, J. E. Coleman, M. L. Cook, J. R. Ginsburg, director of undergraduate studies, G. M. Kirkwood, P. M. Kirkwood, P. I. Kuniholm, G. M. Messing, P. T. Mitsis, P. Pucci.

The Department of Classics provides an interdisciplinary approach to the Greek- and Latin-speaking civilizations of antiquity and to the work of later writers and thinkers who used Latin as their linguistic medium. It also offers, from time to time, courses in other ancient languages of Italy and, every other year, a program in modern Greek.

Historical writers, poets, philosophers, and the great architects and artists of Greco-Roman civilization are the subject matter. The department teaches them primarily for their central importance in a humanistic education.

The department offers courses in Bronze Age and Classical archaeology and sponsors an archaeological dig at Alambra in Cyprus. Here at Cornell it has a fine collection of ancient artifacts, reproductions of ancient sculpture; and one of the few laboratories in the world that concentrates on the tree-ring dating of ancient monuments from Greece, Cyprus, and Turkey. The archaeology courses may be used to satisfy some of the requirements for the intercollegiate program in archaeology or for the major in Classical civilization. They require no knowledge of either Greek or Latin. Similarly, the department offers a variety of courses and seminars in English on such subjects as Greek mythology, Greek and Roman mystery religions, early Christianity, Roman law, as well as ancient epic, tragedy, history, and philosophy.

For those whose interest in things Greek and Roman extends no further than a desire to understand the English language a little better, the department offers a course in the Greek and Latin elements that make up well over half of modern English usage and programs in Latin and Greek at the elementary level. For the more ambitious, there are courses involving the reading, in the original, of Greek and Latin authors from Homer to St. Augustine and Bede, and periodically, the Latin works of Dante, Petrarch, and Milton. The department makes every attempt to adapt its programs to the needs of each student. If there is a Classical writer you would like to study, the department will do its best to help you do so, whether you are a major in the department or not.

The Majors

The Department of Classics offers majors in Classics, Greek, Latin, and Classical civilization.

Classics Those who major in Classics must complete 24 credits in Greek or Latin (courses numbered 201 or above) and 15 credits in related subjects selected after a conference with the adviser.

Classical Civilization Those who major in Classical civilization must complete (a) qualification in Latin and Greek or proficiency in either; (b) 24 credits selected from the courses listed under Classical Civilization, Classical Archaeology, Latin, and Greek; and (c) 15 credits in related subjects (courses in the humanities selected in conference with the adviser).

Greek Those who major in Greek must complete 24 credits of advanced courses in Greek and 15 credits in related subjects (including Latin). One or more courses offered by the Department of Comparative Literature may be counted towards the required 24 credits of Greek if the student obtains the prior approval of the major adviser.

Latin Requirements for the major in Latin parallel those of the major in Greek.

Honors

Candidates for the degree of Bachelor of Arts with Honors in Classics, Greek, Latin, or Classical civilization must fulfill the requirements of the appropriate major study as given above and also must complete successfully the special honors courses 370, 471, and 472. Credit for honors courses may be included in the credits required for the major study. Students who wish to become candidates for honors, who have a cumulative average of B- or better, and have demonstrated superior performance in Classics courses (Greek, Latin, and Classical civilization) should submit an outline of their proposed honors work to the honors committee during the first month of their fifth semester.

Study Abroad

Cornell participates in the intercollegiate Center for Classical Studies in Rome which offers courses in Latin, Greek, ancient history, art, archaeology, and Italian. Cornell is a member institution of the American School of Classical Studies at Athens, whose Summer Program is open to graduate students and qualified undergraduates. The American Academy in Rome, of which Cornell is also a member institution, offers regular and summer programs for qualified graduate students. Detailed information on these programs is available in the Department of Classics Office, 120A Goldwin Smith Hall.

Placement in Latin

Placement of first-year students in Latin courses is determined by an examination given by the Department of Classics during orientation week, or, if necessary, in the second half of the fall term.

Classical Civilization

100 Word Power: Greek and Latin Elements in the English Language Fall. 3 credits.

T R 10:10-11:35. G. M. Messing.
This course gives the student with no knowledge of Classical languages an understanding of how the Greek and Latin elements, which make up over half our English vocabulary, operate in both literary and scientific English usage. Attention is paid to how words acquire their meaning and to enlarging each student's working knowledge of vocabulary and grammar.

117 Freshman Seminar in Greek Literature Fall. 3 credits.

M W F 9:05.
Topic to be announced.

[118 Freshman Seminar in Ancient Philosophy

Fall or spring. 3 credits. Not offered 1981-82.
P. T. Mitsis.
An examination of the mythic, tragic, and philosophical views of man presented in Homer, Hesiod, the Pre-Socratics, Aeschylus, Sophocles, Euripides, Plato, Aristotle, Epicurus, and the Stoics.]

119 Freshman Seminar in Greek Literature Fall or spring. 3 credits.

M W F 11:15, both semesters.
Topic to be announced.

120 Freshman Seminar in Latin Literature Fall. 3 credits.

M W F 12:20. J. R. Ginsburg.
Fictions, Ancient and Modern. An examination of Robert Graves' historical novels, *I Claudius* and *Claudius the God*, together with the ancient sources on which these novels are based: Tacitus, *The Annals of Imperial Rome* and Suetonius, *Lives of the Caesars*. Discussion will focus on narrative technique in the works of Tacitus, Suetonius, and Robert Graves and the extent to which any of them, ancient or modern, can be said to reflect the past accurately.

[121 Freshman Seminar in Classical Archaeology Fall or spring. 3 credits. Not offered 1981-82.]

122 Freshman Seminar in Latin Literature: Latin Poetry Fall. 3 credits.

M W F 2:30. D. M. Ranneft.
Topic to be announced.

[150 The Myths of Greek and Rome Fall.

3 credits. Not offered 1981-82.
An introductory course on the myths of Greece and Rome for students interested in acquiring a basic background in Greek and Roman myths and legends as they occur in ancient literature and art. It should serve as a foundation for those interested in pursuing various theories as well as for those seeking to improve their grasp of mythical motifs in later

European and American literature. But the primary purpose will be to acquaint the student with the stories themselves, and, where appropriate, to compare Greek and Roman myths with those of the Celts and other European peoples.]

[200 Mediterranean Archaeology (also Ancient Mediterranean Studies 200 and Near Eastern Studies 280) Fall. 3 credits. No prerequisites. Not offered 1981-82.]

An examination of the archaeological bases of ancient Mediterranean civilization, with special focus on contacts and interrelationships in the Bronze Age. Topics include: the rise of civilization in Egypt; the Bronze Age states of Syro-Palestine (Ebla, Ugarit, Byblos, et cetera); the Hittites and Bronze Age Anatolia; Minoans, Mycenaeans, and their eastern and western contacts; the role of Cyprus; the invention and spread of writing; and ancient shipping and trade. Lectures by instructors will be supplemented with talks by other scholars from Cornell and elsewhere.]

211 The Greek Experience Fall. 3 credits.

M W F 11:15. F. M. Ahl.
An introduction to the literature and thought of ancient Greece with emphasis on their oral and dramatic presentation and intellectual and visual contexts. There will be analysis of tragedy and comedy, satire, and epic and lyric poetry; also selected prose works, augmented by films, slides, play readings, and individual student interpretations.

212 The Roman Experience Spring. 3 credits.

M W F 1:25. R. J. Burton.
An introduction to the civilization of the Romans as expressed in their literature, art, and social and political institutions. This course will examine not only the intellectual life of the Romans, but what it meant for men and women of all social classes to live in the Roman world. Selected readings in translation of works of literature, history, and philosophy, supplemented by slides and other visual materials.

[222 The Individual and Society in Classical Athens Spring. 3 credits. Prerequisite: Classics 211 or 220 or History 161 or 265 or 266 or permission of instructor. Not offered 1981-82.]

From Classical Athens (fifth and fourth centuries B.C.) come many of the most outstanding achievements in Western civilization: in literature, art, philosophy, historical writing, and the sciences. This course will survey Athenian daily life and discuss Athenian society with a view to isolating aspects which facilitated the development of the individual and individual achievement. Topics will include: family life, education, economics, government, material culture, religion, social structure. Political and military history, while not totally disregarded, will not be of primary concern.]

[224 Greek Philosophy Fall. 3 credits. Not offered 1981-82.]

An introduction to the pre-Socratic philosophers and Plato.]

[225 Hellenistic and Roman Philosophy Spring. 3 credits. Not offered 1981-82.]

An introduction to Aristotle and later Greek and Roman philosophy, including Stoicism and Epicureanism.]

[226 The Genius of Christianity Fall. 3 credits.]

T R 2:30-3:45. Not offered 1981-82.
An evocation of the spirit of the Christian religion over the course of its history. Lectures and class discussions will examine four major themes: New Testament, monasticism, the Reformation, and modernism in theology. Authors read will include theologians, apologists, poets, and mystics from all periods.]

236 Greek Mythology (also Comparative Literature 236) Fall. 3 credits.

M W F 2:30. M. L. Cook.

A survey of the Greek myths, with emphasis on myths that have entered the postclassical Western tradition. Of the aspects of mythology to be studied the following will be among the most important: what "myth" meant to the Greeks; the factors and influences involved in the creation of myths; and the significance of myths in daily life, religion, and thought. Comparison and contrast with Roman attitudes to myth.

237 Greek and Roman Mystery Religions Spring. 3 credits.

M W F 11:15. K. Clinton.

The development and character of Mystery cults from the original *Mysteria* of Demeter and Persephone to the Christian "Mysteries." The cults include the Kabiroi, the Great Gods of Samothrace, Dionysus, Osiris, and other cults of Asia Minor and the Near East. Investigation will focus on the distinctive features of the Mystery cults that contributed to their success.

238 The Ancient Epic Fall. 3 credits.

M W F 1:25. K. Clinton.

A close reading of the Homeric epics and Vergil's *Aeneid*. The *Iliad* and the *Odyssey* will be considered as oral poetry and in terms of their place in a traditional society, but with reference to modern interpretations. The *Aeneid* will be read as a major rewriting of Homer for a new audience.

[245 Greek and Roman Historians Spring. 3 credits. Not offered 1981–82.

J. R. Ginsburg.

Study of historical writing in antiquity through selected readings (in translation) from the Greek and Roman historians. Among the topics to be examined are the historian's task as understood by the ancients; the method, narrative technique, and accuracy of the Greek and Roman historians; their attitudes to the events which they relate.]

[Cicero and His Age (also History 270) Spring. 4 credits. Not offered 1981–82.

An interdisciplinary examination of the final decades of the Roman Republic as seen through the eyes of the period's most prolific writer. Selections from Cicero's speeches, his personal correspondence, and his philosophical, political, and oratorical essays are studied for the light they throw on both the man and his times. (Students who are enrolled in History and Classics 270 and know Latin may read selected texts in the original in an additional section each week. See Classics 319, below.)

300 Greek and Roman Drama (also Comparative Literature 300) Spring. 4 credits.

T R 10:10–11:35. G. M. Kirkwood.

A study of ancient tragedy and comedy as exemplified by representative plays, read in translation, of Aeschylus, Sophocles, Euripides, Aristophanes, Menander, Plautus, Terence, and Seneca. Main emphasis is on Greek tragedy. Consideration also of the development of the Greek theater (illustrated) and its relationship to the form and presentation of the dramas, the origins of tragedy, and the influence of Greek tragedy and Seneca on later European drama.

[304 Roman Law Spring. 4 credits. Not offered 1981–82.

While based upon a history of the formal structure of Roman law from the XII Tables to the *Digest*, Classics 304 will deal with Roman law in its wider ramifications; law as a weapon in political strategy; law as it appears in Roman philosophy, rhetoric, education, and literature (comedy and satire); law as a mirror of society (the family, slavery, social classes, position of women).]

[331 Greek Foundations of Western Literature (also Comparative Literature 331) Fall. 4 credits. Not offered 1981–82.]**[332 Pagans and Christians at Rome (also Comparative Literature 332)** Fall. 4 credits. Not offered 1981–82.

A survey of the history of the later Roman empire seen through the religious controversies of that age. Readings from a variety of original sources in translation.]

[333 Latin Foundations of Western Literature (also Comparative Literature 333) Spring. 4 credits. Not offered 1981–82.]**[336 Foundations of Western Thought (also Comparative Literature 336)** Spring. 4 credits. Not offered 1981–82.

An introduction to the thought of Socrates and Plato. The reading will consist of selected dialogues of Plato, including most of Plato's early dialogues and the *Republic*.]

[337 Ancient Philosophy of Science Fall. 4 credits. Not offered 1981–82.

The development of scientific method by the ancient Greeks; the pre-Socratic philosophers, Aristotle, the ancient atomists, and the medical writers (Hippocrates, the empiricists, Galen).]

[339 Ancient Wit: An Introduction to the Theory and Form of Comic and Satiric Writing in Greece and Rome (also Comparative Literature 339) Spring. 4 credits. Not offered 1981–82.

The aim is not only to provide an introduction to comedy, satire, and other humorous writing in Greek and Roman literature, but to discuss the ancient works in the light of modern theories of comedy and laughter. Discussion of the nature of laughter itself in the light of both ancient and modern scholarship on the subject, from Plato's Philebus to Freud's *Wit and Its Relations to the Unconscious* and Koestler's *The Act of Creation*. Examination of select works and passages of Homer, Euripides, Aristophanes, Hierocles, Lucian, Nonnus, Plautus, Horace, Martial, Juvenal, and Petronius.]

[363 Women in Classical Greece and Rome Spring. 4 credits. Not offered 1981–82.

L. S. Abel.

In this course students will examine the evidence about the social and political position of women in ancient Greece and Rome. The purpose will be to trace the origins of some Western attitudes about women and to address general historical questions about the nature of evidence, basic chronology, and the development of political systems.]

[426 Augustine Fall. 4 credits. Prerequisites: Classics 428 or permission of instructor. Not offered 1981–82.

M 2:30–4:30.

The life and works of the dominant native genius of western medieval intellectual history. Readings are taken mainly from the works of Augustine in English translation.]

[428 The Church of the Fathers Spring. 4 credits. Not offered 1981–82.

A rigorous historical survey of the development of doctrines and ecclesiastical institutions in the early church from the second through eighth centuries. Readings from original sources in translation.]

[430 Genre and Period in Greek and Roman Literature (also Comparative Literature 430) 4 credits. Prerequisite: one upper-division course in Classics, comparative literature, English or the modern foreign languages; senior standing or permission of the instructor. Not offered 1981–82.]**[463 Decline and Fall of the Roman Empire** Fall. 4 credits. Limited to 20 students. Not offered 1981–82.

The fall of Rome has transfixed modern scholars with fascination. In the camps of the barbarian invaders, in the cloisters of the new monastic movement, and in the decaying cities of the ancient world they seek

guiding principles to help them understand how great societies can lose their vitality and how new life can spring from the ruins of the dying past. The focus of this course will be on the ideas and events of late antiquity, but attention will be paid throughout to the implications of those events and ideas for modern scholars and modern societies.]

465–466 Independent Study in Classical Civilization, Undergraduate Level Fall and spring, respectively. Up to 4 credits. Hours to be arranged.**[610 Language of Myth** Spring. 4 credits. Not offered 1981–82.

An analysis of the theories on language leading to Levi-Strauss and Derrida.]

[681 Patristic Seminar: Graduate Fall or spring. 4 credits. Not offered 1981–82.]**711–712 Independent Study for Graduate Students in Classical Civilization** Fall and spring, respectively. Up to 4 credits. Hours to be arranged.**Greek****101 Greek for Beginners** Fall and spring. 4 credits.

M T W F 12:20, both semesters. Fall.

G. M. Kirkwood; spring, staff.

Introduction to Attic Greek. Designed to enable the student to read the ancient authors as soon as possible.

103 Attic Greek Fall and spring. 4 credits. Prerequisite: Classics 101 or equivalent.

M T W F 12:20, both semesters. Fall, M. L. Cook; spring, staff.

A continuation of Classics 101.

111–112 Modern Greek Fall and spring, respectively. 3 credits.

M W F 9:05, both semesters. G. M. Messing.

201 Attic Authors Fall. 3 credits. Prerequisite: Classics 103 or equivalent.

M W F 1:25. P. T. Mitsis.

Selected readings from Plato, Thucydides, and Euripides.

203 Homer Spring. 3 credits. Prerequisite: Classics 103 or equivalent.

M W F 9:05. G. M. Kirkwood.

Readings in the Homeric epic.

204 Plato Spring. 3 credits. Prerequisite: Classics 103 or equivalent.

M W F 1:25. P. T. Mitsis.

Selected readings from Plato.

209 Greek Composition Fall. 2 credits. Prerequisite: Classics 103 or equivalent.

T R 10:10–11:35. P. Pucci.

210 Greek Composition Spring. 2 credits. Prerequisite: Classics 209 or equivalent.

T R 10:10–11:35. Staff.

301 Greek Historians Fall. 4 credits. Prerequisite: Classics 203, 204, or equivalent.

M W F 10:10. J. E. Coleman.

This year the course will consist of reading (in Greek) and study of selected passages from Herodotus.

302 Greek Tragedy Fall. 4 credits. Prerequisite: Classics 203 or equivalent.

M W F 11:15. G. M. Kirkwood.

305 Attic Comedy Spring. 4 credits. Prerequisite: Classics 203 or 204 or equivalent.

M W F 2:30. P. Pucci.

[306 Greek Melic, Elegiac, and Bucolic Poetry] Spring. 4 credits. Prerequisite: Classics 203, 204, or equivalent. Not offered 1981–82.]

[307 Plato] Fall. 4 credits. Prerequisite: Classics 203 or 204 or equivalent. Not offered 1981–82.]

[308 New Testament Greek] Spring. 4 credits. Prerequisite: two terms of 200-level Greek or permission of instructor. Not offered 1981–82. Readings in New Testament texts discussed in seminar format, with one session a week devoted exclusively to problems with language and translation exercises.]

[310 Greek Undergraduate Seminar] Fall or spring. 4 credits. Prerequisite: two terms of 200-level Greek or permission of instructor. Not offered 1981–82.]

401–402 Independent Study in Greek, Undergraduate Level Fall and spring, respectively. Up to 4 credits.
Hours to be arranged.

417 Advanced Readings in Greek Literature Fall. 4 credits. Intended for advanced undergraduates and graduate students. Prerequisite: two terms of 300-level Greek or permission of instructor.

M W F 12:20. J. E. Coleman.
Homer and the Heroic Age. Extensive readings in the *Iliad* and the *Odyssey*, coupled with a consideration of the archaeological and cultural background of the Homeric poems. Topics of study will include the Mycenaean palaces, Linear B, Troy, the collapse of Mycenaean civilization, Geometric Greece and the introduction of the Phoenician alphabet into Greece.

418 Advanced Readings in Greek Literature Spring. 4 credits. Intended for advanced undergraduates and graduate students. Prerequisite: two terms 300-level Greek or permission of instructor.
M W F 10:10. P. Pucci.
Topic to be announced.

[419 Advanced Greek Composition] Fall. 2 credits. Prerequisite: Classics 209, 210 or equivalent. Not offered 1981–82.]

[442 Greek Philosophy] Fall or spring. 4 credits. Not offered 1981–82.]

671 Seminar in Greek: Graduate Fall. 4 credits.
T 3–5. P. Pucci.
The *Odyssey*.

672 Seminar in Greek: Graduate Spring. 4 credits.
T 3–5. P. T. Mitsis.
Plato.

701–702 Independent Study for Graduate Students in Greek Fall and spring, respectively. Up to 4 credits.
Hours to be arranged.

Latin

105 Latin for Beginners Fall or spring. 4 credits.
Fall: M T W F 8, staff; M T W F 10:10, K. Clinton;
M T W F 1:25, staff. Spring: M T W F 8, P. Kirkwood.
An introductory course in the essentials of the Latin language, designed for rapid progress toward reading the principal Latin writers.

106 Elementary Latin Spring. 4 credits.
Prerequisite: Classics 105 or placement by departmental examination.
M T W F 8, staff; M T W F 10:10, P. Kirkwood; M T W F 1:25, staff.
A continuation of Classics 105, using readings from various authors.

[107 Intensive Latin] Spring. 7 credits. Not offered 1981–82.
M T W R F 8, plus an additional session to be arranged.

The course work of Classics 105 and 106 is combined in one term.]

108 Latin in Review Fall. 3 credits. Prerequisite: placement by departmental examination.
M W F 11:15. R. J. Burton.

205 Intermediate Latin Fall. 3 credits.
Prerequisite: Classics 106 or 107 or 108 or placement by departmental examination.
Sec 1, M W F 10:10; P. Kirkwood. Sec 2, M W F 1:25. J. R. Ginsburg.

Section 1: Selected letters of the younger Pliny, Roman gentleman, man of letters, and friend of the emperor Trajan.
Section 2: Selections from the *Letters* of Cicero.

207 Catullus Spring. 3 credits. Prerequisite: Classics 106 or 107 or 108 or one term of 200-level Latin.
M W F 2:30. G. M. Messing.

Readings from Catullus' poetry with emphasis on the traditions of love poetry, the poet's relation to his society, and other literary topics.

[208 Roman Drama] Spring. 3 credits. Prerequisite: Classics 106 or 107 or 108 or one term of 200-level Latin. Not offered 1981–82.]

216 Vergil Spring. 3 credits. Prerequisite: one term of 200-level Latin.
M W F 11:15. J. R. Ginsburg.
Selections from Vergil's *Aeneid* will be read with emphasis on Vergil's use of the epic tradition, his own poetic milieu, his poetic techniques, and his relation to the politics of his time.

[241 Latin Composition] Fall. 2 credits.
Prerequisite: Classics 106 or 107 or 108 or equivalent. Not offered 1981–82.]

[242 Latin Composition] Spring. 2 credits.
Prerequisite: Classics 241 or equivalent. Not offered 1981–82.]

[312 Latin Undergraduate Seminar] Fall or spring. 4 credits. Prerequisite: two terms of 200-level Latin or permission of instructor. Not offered 1981–82.]

[314 The Augustan Age] Fall. 4 credits.
Prerequisite: two terms of 200-level Latin. Not offered 1981–82.]

[315 Roman Satire] Spring. 4 credits. Prerequisite: two terms of 200-level Latin. Not offered 1981–82.]

316 Roman Philosophical Writers Fall. 4 credits.
Prerequisite: two terms of 200-level Latin.
M W F 2:30. P. T. Mitsis.
Selected readings from Lucretius' *De Rerum Natura* and Cicero's *De Finibus*.

317 Roman Historiography Spring. 4 credits.
Prerequisite: one term of 300-level Latin or permission of the instructor.
M W F 1:25. J. R. Ginsburg.
Readings from Livy and Tacitus with particular attention to narrative technique.

[318 Roman Elegy: Tibullus, Propertius, Ovid] Fall. 4 credits. Prerequisite: two terms of 200-level Latin. Not offered 1981–82.]

[319 Readings in Cicero (also History 319)] Spring. 1 credit. Prerequisite: two terms 200-level Latin; students must also be enrolled in Classics 270 (also History 270). Not offered 1981–82.
Hours to be arranged.
Students who are enrolled in Classics 270 and History 270 and who know Latin may read selected texts in the original in an additional section each week.]

[365 Cicero and His Age] Fall or spring. 4 credits. Prerequisite: two semesters of 200-level Latin or permission of instructor. Not offered 1981–82.]

[366 Late Latin] Spring. 4 credits. Prerequisite: permission of the instructor. Not offered 1981–82. The *Rule* of St. Benedict.]

368 Medieval Latin Literature Fall. 4 credits.
Prerequisite: Classics 214 or permission of the instructor.

T R 2:30–3:45. R. J. Burton.
Medieval Latin texts and their historical and cultural contexts are closely studied. Each term the course will concentrate on two or three topics, such as particular authors, genres, or periods.

[411–412 Advanced Readings in Latin Literature] Fall and spring, respectively. 4 credits. For advanced undergraduates and graduate students. Prerequisite: two terms of 300-level Latin or permission of instructor. Not offered 1981–82.]

[441 Advanced Latin Composition] Spring. 2 credits. For undergraduates who have completed Latin 241–242 and for graduate students. Not offered 1981–82.]

451–452 Independent Study in Latin, Undergraduate Level Fall and spring, respectively. Up to 4 credits.
Hours to be arranged.

[460 The Latin Poems of Milton] Fall. 4 credits. Prerequisite: two semesters of 300-level Latin. Not offered 1981–82.]

679 Seminar in Latin: Graduate (also History of Art 520) Fall. 4 credits.
R 3–5. F. M. Ahl and A. Ramage.
The Empire in Transition. Art, literature, and life in the Roman world from Nero's death to the mid-second century A.D.

680 Seminar in Latin: Graduate Spring. 4 credits.
R 3–5. Staff.
Topic to be announced.

751–752 Independent Study for Graduate Students in Latin Fall and spring, respectively. Up to 4 credits.
Hours to be arranged.

Classical Archaeology

[206 The Rise of Classical Greece] Fall. 3 credits. Not offered 1981–82.
Archaeology of the Greek dark ages. Topics include: site reports, pottery, metalworking, the introduction of the alphabet, the beginnings of coinage, and links with Anatolia and the Near East.]

220 Introduction to Classical Archaeology (also History of Art 220)
M W F 9:05. A. Ramage.

The sculpture, vase painting, and architecture of the ancient Greeks, from the Geometric period through the Hellenistic and the art of the Romans from the early Republic to the late Empire.

221 Minoan-Mycenaean Art and Archaeology (also History of Art 221) Spring. 3 credits.
M W F 10:10. J. E. Coleman.

Greece from the Neolithic period to the end of the Bronze Age, with special emphasis on the Minoan and Mycenaean civilizations and their interactions with the neighboring civilizations of Anatolia and the Near East.

232–233 Archaeology in Action I and II 232, fall; 233, spring. 3 credits each term. Prerequisites: Archaeology 100, Classics 220, or permission of the instructor.
M 2:30–4:25; two labs to be arranged.
P. I. Kuniholm.

Objects from the Classical, Hellenistic, and Roman periods are "dug" out of Cornell basements, identified, cleaned, restored, catalogued, and photographed and are considered in their appropriate historic, artistic, and cultural contexts.

309 Dendrochronology of the Aegean Fall or spring. Up to 4 credits. Limited to 10 students. Prerequisite: permission of the instructor.

M 12:20–2:15; two labs to be arranged.

P. I. Kuniholm.

Participation in a research project of dating modern and ancient tree ring samples from the Aegean and Mediterranean. Supervised reading and laboratory work. A possibility exists for summer fieldwork in Greece or Turkey.

[320 Arts and Monuments of Athens (also History of Art 320)] Fall. 4 credits. Prerequisite: Classics 220 or permission of instructor. Not offered 1981–82.]

[321 Archaeology of Cyprus (also History of Art 321)] Spring. 4 credits. Prerequisite: Classics 220 or permission of instructor. Not offered 1981–82.

Study of Cyprus from its first settlement in the Neolithic period until the end of the ancient world. Special emphasis on the Bronze Age, the acme of Cypriot culture, and the neighboring civilizations. Lectures and oral reports by students. Students will have the opportunity to examine and study original unpublished material from the Cornell excavation at Alambra and study the collection.]

[322 Greeks and Their Eastern Neighbors]

Spring. 4 credits. Prerequisite: Classics 220, 221, or permission of the instructor. Not offered 1981–82.

A study of the Eastern Mediterranean from the eighth through the fourth centuries B.C. Emphasis on the Phrygians, Lydians, Carians, Lycians, Ionians, and others.]

[323 Painting in the Greek and Roman World (also History of Art 323)] Spring. 4 credits. Not offered 1981–82.]

324 Architecture in the Greek and Roman World (also History of Art 324) Spring. 4 credits.

M W F 2:30. J. E. Coleman.

Technical aspects of the subject will generally be considered only when they are of relevance to historical and aesthetic considerations. Students will be expected to have some background in Classical Antiquity (e.g., completion of Classics 220 or its equivalent).

[325 Greek Vase Painting (also History of Art 325)] Fall. 4 credits. Not offered 1981–82.

A stylistic and iconographical approach to an art in which the Greeks excelled. The course will be arranged chronologically, from the early (eleventh century B.C.) anonymous beginnings to the "personal" hands of identifiable masters of the fifth and fourth centuries B.C. Styles other than Attic will be stressed.]

[326 Art and Archaeology of Archaic Greece (also History of Art 326)] Fall. 4 credits. Not offered 1981–82.

A study of the formative period of Classical Greek civilization based primarily on the evidence of art and archaeology. Attention is concentrated on the beginnings and early developments of architecture, sculpture, and painting.]

[327 Greek and Roman Coins (also History of Art 327)] Spring. 4 credits. Not offered 1981–82.

A look at the varied issues of Greek cities and the Roman state. The coins will be considered as art objects as well as economic and historical documents. The changes in design, value, and metals from the origins of coinage to the Late Roman period are studied. Lectures, student presentations, work with actual examples.]

[329 Greek Sculpture (also History of Art 329)]

Fall. 4 credits. Not offered 1981–82.

Study of ancient Greek sculptural techniques and achievements in marble and bronze. Detailed examination of a selection of works to illustrate sculptural development.]

[330 Art in Pompeii: Origins and Echoes (also History of Art 330)] Spring. 4 credits. Not offered 1981–82.

Greek and Roman art in the context of the daily life of a provincial Italo-Greek town. The interrelation of art and household objects in classical culture will be stressed, and earlier traditions will be described. Subsequent development of Roman minor arts will be covered, as well as the discovery of Pompeii and its effect on European taste.]

[350 Arts of the Roman Empire (also History of Art 322)] Fall. 4 credits. Not offered 1981–82.

The visual arts in the service of the first world state. The course starts with the Etruscan and Republican period but concentrates on monuments of the imperial era in Italy and the provinces until the time of Constantine.]

[629 Seminar in Classical Archaeology] Fall. 4 credits. Not offered 1981–82.

The seminar will focus on the shaft graves at Mycenae and will examine the evidence from the shaft graves for mainland continuity and for influences from Crete, the Cycladic islands, and abroad.]

[630 Seminar in Classical Greek Archaeology: Graduate] Spring. 4 credits. Not offered 1981–82.]

Classical Linguistics

[420 History of the Greek Language] Fall.

3 credits. Graduate students in Classics will be expected, in addition, to register in Advanced Greek Composition, Greek 419. Not offered 1981–82. Lectures and assigned readings will cover the evolution of Greek from Indo-European and its subsequent development up to the Koine.]

[423 Vulgar Latin (see also Romance Linguistics)]

Spring. 4 credits. Not offered 1981–82.

Selected texts such as the *Peregrinatio ad loca sancta* will be used to chart the changes in Latin that contributed to the development of the Romance languages.]

[424 Italic Dialects] Fall or spring. 4 credits. Not offered 1981–82.]

425 Greek Dialects Fall. 4 credits.

Hours to be arranged. G. M. Messing. Selected inscriptions will be read in the various ancient Greek dialects, including Mycenaean.

Honors Courses

370 Honors Course Spring. 4 credits. To be taken in the junior year.

A program of readings and conferences centered on an author or topic chosen in accordance with the special interests of the student and instructor.

471 Honors Course Fall. 4 credits. To be taken in the senior year.

A continuation of Classics 370, with change of author or topic.

472 Honors Course: Senior Essay Spring.

4 credits. For students who have successfully completed Classics 471.

Topics must be approved by the honors adviser at the end of the first term of the senior year.

Comparative Literature

W. W. Holdheim, chairman; 244 Goldwin Smith Hall, 256–4155. T. Bahti, C. M. Carmichael, W. Cohen, director of undergraduate studies, W. J. Kennedy, M. Spariosu (Mellon Fellow), with J. Culler (English), D. I. Grossvogel (Romance studies), P. Hohendahl (German), E. Rosenberg (English)

Also cooperating: M. H. Abrams, C. Moron-Arroyo, J. P. Bishop, E. A. Blackall, E. G. Fogel, G. Gibian, S. L. Gilman, A. V. Grossvogel, N. Hertz, C. Kaske, R. E. Kaske, G. M. Kirkwood, C. Levy, H. S. McMillin, T. Murray

A broad spectrum of courses in various literary problems (imitation and influence, Marxist aesthetics, literature and history), major authors (Dostoevsky, Ibsen, Dante), key thematics, (the hero, the city, the detective), stylistic modes (satire, parody, allegory), generic forms (drama, novel, short fiction), and historical periods (medieval, Renaissance, modern), are offered by the department. For the student who chooses to major in another literature, courses in comparative literature offer a rich background that supplements their specialization.

The Major

The major is designed to integrate students' knowledge of Western literature, to develop their critical reading abilities, and to train them for careers that demand analytical, interpretive, and evaluative skills. By the beginning of the sophomore year proficiency in at least one foreign language is required. By the end of sophomore year students normally have taken the introductory courses surveying the literature of two or more national traditions (such as German, English, romance studies, Russian, Classics, Near Eastern studies, or Asian studies). Students then select 52 credits of advanced courses in those departments and in comparative literature to form a sequence that combines an education in a wide range of literatures with techniques of analyzing, interpreting, and evaluating literary texts.

Freshman Seminars

Any 100-level course may be used toward satisfying the Freshman Seminar requirement.

100-level courses. See Freshman Seminar brochure.

201–202 Great Books 201, fall; 202, spring. 4 credits. Comparative Literature 201 is not a prerequisite for 202.

Fall: M W F 10:10, W. J. Kennedy. Spring: T R 10:10–11:25, W. Cohen.

A reading each semester of seminal texts that represent and have often shaped Western culture, and ought to be part of every college student's education. By analyzing, interpreting, and evaluating them students will develop essential critical reading abilities. 201: selections from the Bible, Homer, Plato, Virgil, Dante, Shakespeare, and Cervantes. 202: selections from Voltaire, Goethe, Dickinson, Dostoevsky, Ibsen, Pirandello, T. S. Eliot, García Márquez, and others.

236 Greek Mythology (also Classics 236) Fall. 3 credits.

M W F 2:30. M. Cook.

A survey of the Greek myths, with emphasis on myths that have entered the postclassical Western tradition. Of the aspects of mythology to be studied the following will be among the most important: what myth meant to the Greeks; the factors and influences involved in the creation of myths; and the significance of myths in daily life, religion, and thought. Comparison and contrast with Roman attitudes to myth.

295 Introduction to Semiotics (also English 295) Fall. 4 credits.

M W F 11:15. J. Culler.

Adopting the semiotic perspective, we will study culture as a series of systems of convention or sign systems. Readings will focus on phenomena such as literature, advertising, schizophrenia, fashion, food, and tourism. No previous knowledge assumed.

300 Greek and Roman Drama (also Classics 300) Spring. 4 credits.

T R 10:10–11:25. G. M. Kirkwood.

A study of ancient tragedy and comedy as exemplified by representative plays, read in translation, of Aeschylus, Sophocles, Euripides, Aristophanes, Menander, Plautus, Terence, and Seneca. Main emphasis is on Greek tragedy. Consideration also of the development of the Greek theater (illustrated) and its relationship to the form and presentation of the dramas; the origins of tragedy; the influence of Greek tragedy and Seneca on later European drama.

303 Isms: General Concepts in Modern Cultural History (also Romance Studies 303) Spring. 4 credits.

T R 12:20–1:35. C. M. Arroyo

The possibility of defining terms such as baroque, classicism, et cetera. The meaning of those "unwritten texts" in historiography. An attempt at a definition of Humanism, baroque, classicism, romanticism, realism, positivism, Marxism, symbolism, futurism, existentialism, structuralism.

306 The Film as Cultural, Artistic, and Political Reflector in Postwar Italy (also Italian 399) Fall. 4 credits.

Level: undergraduates or graduates, especially those interested in the arts, government, history, literature.

T R 2:30–3:45. D. Grossvogel, G. Mazzotta.

An examination of the Italian postwar film as a focal point for the survey and analysis of the political, social, and cultural evolution of postwar Italy. Screenings of twelve films will be scheduled. A final, thirteenth film, will be scheduled on the last day of class: the final paper will be based on that film. The reading list will consist of three books, to be read during the first three weeks of the course, and which will be the basis for three quizzes: September 10: Albrecht-Carrie, René: *Italy from Napoleon to Mussolini* (Columbia, 1950); September 17: Willis, F. Roy: *Italy Chooses Europe* (Oxford, 1971); September 24: Barzini, Luigi: *The Italians* (Atheneum, 1977).

[312 Comedy 4 credits. W. J. Kennedy. Not offered 1981–82.]**[326 Christianity and Judaism** 4 credits. C. M. Carmichael. Not offered 1981–82.]**328 Literature of the Old Testament** Fall. 4 credits. Not open to freshmen.

T R 10:10–11:25. C. M. Carmichael.

Analysis of selected material in translation.

343 Medieval Literature Fall. 4 credits.

M W F 12:20. R. E. Kaske.

Analysis and interpretation of great medieval literary works in translation. Though readings will vary somewhat from year to year a typical program would be *Beowulf*; *Nibelungenlied*; *Njáls saga*; a romance of Chrétien; Wolfram's *Parzival*; Gottfried's *Tristan* and/or *Sir Gawain and the Green Knight*.

344 Medieval Literature (also Italian 334) Spring. 4 credits.

M W F 12:20. G. Mazzotta.

Dante in translation.

352 Classic and Renaissance Drama (also Theatre Arts 325) Fall. 4 credits.

T R 12:20–1:35. W. Cohen.

Comparative drama from the Greeks to the mid-seventeenth century. Emphasis on relations

among history, ideology, theater, and dramatic form, approached primarily from a Marxian perspective. Readings in Aeschylus, Sophocles, Aristophanes, Plautus, medieval drama, Shakespeare, Lope de Vega, Calderón, Corneille, and others.

353 European Drama, 1660 to 1900 (also Theatre Arts 326) Spring. 4 credits.

T R 10:10–11:25. S. Williams.

Readings from major dramatists from Molière to Ibsen, including such authors as Racine, Congreve, Sheridan, Schiller, Goethe, Hugo, Büchner, Gogol, Turgenyev, Zola, Hauptmann, and Chekhov.

354 Modern Drama (also Theatre Arts 327) Fall. 4 credits.

M W F 1:25. A. Caputi.

A study of the major currents of modern drama against the background of modern culture. Readings will include Ibsen, Strindberg, Chekhov, Shaw, Pirandello, O'Neill, Brecht, Beckett, Genêt, and others.

361 Introduction to the Culture of the Early Renaissance (also History 361 and History of Art 350) Fall. 4 credits. No prerequisites.

T R 1:25–2:15; disc to be arranged. C. Lazzaro and J. Najemy, with W. Kennedy, G. Mazzotta, and E. Morris.

Renaissance culture is introduced through six major figures: Petrarch, Alberti, Machiavelli, Leonardo, Erasmus, and Rabelais. Each figure will be the focal point for the critical examination of problematic issues in the areas of humanism, religious and political thought, literature, art, and architecture. In the discussion sections, problems of interpretation will be approached through the analysis of primary source readings and works of art.

362 Introduction to the Culture of the Later Renaissance (also History 364 and History of Art 351) Spring. 4 credits.

T R 1:25–2:15; disc, F 1:25 or 2:30, E. G. Dotson, and C. Kaske, with C. Arroyo, C. Holmes, P. Lewis, J. Najemy, and J. Richards.

Although Comparative Literature 361 (also History 361 and History of Art 350) is not a prerequisite, this course is a continuation of it in that it is similarly organized and deals with the period immediately succeeding. Members of several departments will lecture on Luther, Michelangelo, Montaigne, Edmund Spenser, Bodin, Cervantes, and Galileo. Close reading of texts, literary and visual; discussion will include methods of interpretation and historical analysis.

363–364 The European Novel Fall and spring.

4 credits. Comparative Literature 363 is not a prerequisite for 364.

Fall: T R 10:10–11:25. J. Golden, L. Pasto-Crosby. Spring: T R 10:10–11:25. E. Rosenberg.

Close reading of approximately eight works each term. 363: From Cervantes to Dostoevsky. 364: From Tolstoy to Gide. Authors to be read will include Sterne, Voltaire, Balzac, Flaubert, Hardy, and Mann. The works discussed will illustrate novelistic subgenres such as the picaresque novel, the novel of manners, the philosophical tale, the historical novel, the detective story, and the Bildungsroman.

379 The Russian Connection (also Russian 379) Spring. 4 credits. Conducted in English.

M W F 10:10. P. Carden.

Russian literature in its European context. We will discuss great works of the Russian prose tradition in their reciprocal relations with European prose. Among the Russian works to be studied will be short stories by Pushkin, Gogol, Turgenyev, and Chekhov, and Tolstoy's *War and Peace* and Dostoevsky's *The Idiot*. Among European authors whose work helped to shape or was in some degree shaped by Russian literature, we will look at Sterne (*Tristram Shandy*), Hoffman, Sand, Stendhal (*The Charterhouse of Parma*) and Maupassant. Readings in English translation.

381 Marxist Cultural Theory Spring. 4 credits.

T R 2:30–3:45. W. Cohen and P. Hohendahl.

A historical survey of leading European Marxist thinkers, offering a critical perspective on culture, particularly in relation to ideology. Mainly a close reading of selected texts, but with consideration of historical contexts as well. Some emphasis on aesthetics and especially literary theory. Readings from Marx, Engels, Trotsky, Lukács, Gramsci, Brecht, Benjamin, Horkheimer, Adorno, Marcuse, Sartre, Althusser, and Williams.

389 Modern Literature in Poland, Czechoslovakia, and Yugoslavia (also Russian Literature 389) Spring. 4 credits.

T R 2:30–4:30. G. Gibian.

The course will focus on novels and short stories, but some consideration will also be given to drama and poetry. No knowledge of Eastern European languages is required; the reading will be done in English translation. Primary emphasis will be on the texts as literary works of art, but attention will also be given to historical and political backgrounds. Wherever possible, Eastern European films relating to work in the course will be shown.

396 New German Cinema and the Question of the Text Spring. 4 credits.

T R 12:20–1:35; some evening screenings and class meetings. T. Bahti.

A course in understanding the "new German cinema" in its contexts: cinematic, literary, intellectual, cultural, and social. Studying three films by Herzog, four by Wenders, and one by Fassbinder, the course will focus on the question of cinema in relation to various received texts: medieval legend, romantic discourse, early German film (Murnau), American film (Hitchcock) and rock-and-roll, and contemporary media.

399 The Divided Self in Women's Writing Fall. 4 credits.

T R 10:10–11:25. I. Ezergailis.

A thematic and structural investigation of women's writing to explore the tension between the highly developed self-awareness of narrator and/or heroine or both and the desire for wholeness. We will trace some of the ways in which women writers have tried to resolve or transcend this problem of identity by retreat, acceptance, or new synthesis. The list of authors includes Virginia Woolf, Doris Lessing, and Sylvia Plath as well as translations of contemporary German women novelists.

400 The Japanese Noh Theatre and Modern Dramatists (also Asian Studies 400) Spring. 4 credits.

M W 2:30–3:45. K. Brazell.

Several weeks will be spent studying the literary, performance, and aesthetic aspects of the Noh theatre. Emphasis will be on Noh as a performance system, a total theatre in which music, dance, text, costume, and props all interact to create the effect. Then attention will turn to modern theatre people who have reacted to Noh in some creative way. Choice of dramatists will depend partially on student interests, but will probably include Yeats, Brecht, Britten, Claudel, Grotowski, and Mishima. All readings may be done in English translation.

403 History of Literary Theory Fall. 4 credits.

R 2:30–4:30. W. Cohen.

A survey of European literary theory since Plato. Emphasis on major texts and on the main contours of the history of literary theory. Some consideration of literary criticism as ideology, in relation to literature, philosophy, and social history. Readings from Plato, Aristotle, Horace, Boccaccio, Castelvetro, Sidney, Corneille, Johnson, Kant, Hegel, Marx, Tolstoy, Barthes, and others.

405 Metaphor, Modernism, and Cultural Context: The Use of Metaphor in Modernist Hebrew, Yiddish, English, and American Poetry (also Near Eastern Studies 405) Spring. 4 credits.

Prerequisite: a 200-level or higher course in one of the following: Hebrew or Yiddish language or literature, English or comparative literature.

R 2:4-25. C. Kronfeld.
This course investigates the issue of the typical modernist metaphor against the background of interdisciplinary theories of metaphor. Examples are taken from three different literatures and branches of modernism: Hebrew anti-formulaic poetry, the Yiddish introspectivists, English and American imagists, et cetera. Readings will include Fogel, Amichai, Glatstein, Sutzkever, Eliot, Stevens, Williams, and others. Discussions and readings in English; students will have the option of reading these texts in Hebrew or Yiddish.

414 The Novella in World Literature Spring. 4 credits.

T R 2:30-3:45. W. W. Holdheim.
The art of the novella from Boccaccio to modern times. Readings will include works of Cervantes, Hoffmann, Kleist, Melville, James, Gogol, Pushkin, Merimee, Maupassant. The theory of the novella and the genre's relation to other short narrative forms will be discussed.

415 The Later Eighteenth Century Fall. 4 credits. Prerequisite: reading knowledge of French.

T R 10:10-11:25. N. Hertz.
Readings of French and English works in various genres (poetry, fiction, speculative prose) chosen to illustrate two characteristic Enlightenment concerns—the relations of the sexes and the nature of aesthetic experience. Texts: Burke, *Of The Sublime and Beautiful*; Rousseau, *Lettre sur les Spectacles*; Richardson, *Clarissa*; Laclos, *Les Liaisons Dangereuses*; Sade, *Justine*; Wordsworth, *The Ruined Cottage*.

419-420 Independent Study Fall and spring. Variable credit. Comparative Literature 419 is not a prerequisite for 420.

Hours to be arranged. Staff.

421 Old Testament Seminar Fall. 4 credits. Limited to 20 students.

T 2:30-4:25. C. M. Carmichael.
Identification and discussion of problems in the Old Testament.

[426 New Testament Seminar 4 credits. C. M. Carmichael. Not offered 1981-82.]

429 Readings in the New Testament Fall. 4 credits. No prerequisites.

M W F 1:25. J. P. Bishop.
Close readings of representative texts from the New Testament in modern scholarly editions, with the help of appropriate commentary, introductory and specialized. The focus in 1981 will be on Paul and Acts. All readings will be in English, but repeated reference to the Greek original will be made. Graduate students and undergraduates from other colleges who are interested in the material should not feel inhibited from enrolling. The approach will be primarily exegetical; that is, we will try to find out what the texts say and what they mean by what they say. Thus we can hope to stay open to scholarly and religious issues alike.

458 Petrarch, Ronsard, and Donne Fall. 4 credits. M 2:30-4:30. W. J. Kennedy.

A close study of the poetry of Petrarch; of his Renaissance emulator, Ronsard; and of the baroque poet who reshaped Petrarchan forms, Donne.

461 Readings in Romanticism (also English 440) Fall. 4 credits.

T R 12:20-1:35. C. Chase.
Readings in poetry and prose by Wordsworth, Rousseau, Shelley, Keats, and Baudelaire. Focusing on how these works engage and dispute with each other, the seminar will consider questions they raise about understanding, memory, and the nature of language. Readings available in English.

488 Fiction and Its Doubles Fall. 4 credits. M W F 1:25. M. Spariosu.

The course will examine not only the various aspects and uses of the theme of the double in fiction but also the relationship between authors and their fictional doubles. Discussions will be based on short works by Chamisso, Hoffmann, Gogol, Balzac, Dostoevsky, Wilde, Borges, Unamuno, Nabokov, Cortazar, and Lowry.

494 Seminar in Literary Theory: Rezeptionsästhetik Spring. 4 credits.

M 3:35-5:30. P. Hohendahl.
The interest in the reception of literature and reader response has become a major focus for the development of literary theory since 1970. The seminar will concentrate on the emergence of Rezeptionsästhetik in both West and East Germany during the late sixties and early seventies. The reading material will be taken from the writings of Jauss, Iser, Naumann, and Weimann. Similar movements in other countries will be included.

604 Six Critics in Search of an Author: Sartre, Criticism, Critics (also French 694) Spring. 4 credits.

M 2-4. D. Grossvogel.
This seminar proposes to review Sartre's main contributions to literature (fiction, theater, criticism) and to examine some of the criticism which this magnum opus has engendered and influenced. The critics would be Blanchot, Girard, Jameson, Marcuse, Mehlman, Ricardou.

607 Lacan (also French 683) Fall. 4 credits. M 2:30-4:25. R. Klein.

The work of Jacques Lacan has dominated French intellectual life for most of the last decade. The study of his contribution to the spread of psychoanalytic theory, his effect on the therapeutic practice of psychiatry, and his role in expanding the horizons of many associated disciplines will be subordinated in this course to the question of his direct influence on literary critical theory and on the theory of interpretation. Some attempt will be made to measure the stakes of the various polemics at whose center he has regularly been found. The difficulty of his style requires that the student have some familiarity with French, although only texts already translated into English will be assigned.

619-620 Independent Study Fall and spring. Variable credit. Comparative Literature 619 is not a prerequisite for 620.

Hours to be arranged. Staff.

633 Problems in Romanticism: Hölderlin Spring. 4 credits. Prerequisite: reading knowledge of German. Qualified undergraduates admitted with the permission of the instructor.

M 1:25-3:25. T. Bahti.
A seminar in close interpretation of the work of Germany's major romantic poet. Emphasis will be on the late "hymns," but attention will also be given to the earlier lyrics, *Hyperion*, the theoretical writings, the *Empedokles* project, and the late translations of Sophocles and Pindar. The works will be read in the contexts of German idealist philosophy and European romanticism.

661 Deconstruction and Literary Criticism Fall. 4 credits.

W 2:30-4:30. J. Culler.
Study of selected works by Jacques Derrida, followed by consideration of the implications of deconstruction for literary studies and its role in American deconstructive criticism. Considerable attention will be given to literary examples, including *Les Fleurs du Mal*, *Walden*, and *Billy Budd*.

694 Mimesis and Anti-Mimesis in Modern Literary Theory Spring. 4 credits.

T 2:30-4:30. M. Spariosu.
This course will examine the concept of mimesis as it appears in modern criticism whether under the

structuralist or formalist, Marxist or Freudian guise. Readings will include selections from Shklovsky, Freud, Benjamin, Auerbach, Goldmann, Barthes, Girard, Derrida, et. al.

698 Literature and History Fall. 4 credits.

Prerequisite for undergraduates: permission of instructor.

T 1:25-3:25. W. W. Holdheim.
Close reading of selected texts illustrating the following trends and concerns in the modern history of ideas: the triumph of philology (Spitzer, Auerbach); formalism and its sequel (Tynjanov, Mukarovsky, Barthes); the problem of language and aesthetics (Kracauer, Lévi-Strauss, Hayden White, Gadamer, Jolles). The analysis will always revolve around the interrelationship of historiography and literature, and also deal with the question of the aesthetic nature of historical knowledge itself. The course is open to qualified undergraduates after consultation with the instructor.

Courses Cross-Listed in Comparative Literature

335 The New Latin American Narrative in Translation (also Spanish 335) Fall. 4 credits.

T R 12:20-1:35. F. J. Tittler.

396 Modern Latin American Poetry in Translation (also Spanish 396) Fall. 4 credits.

M W 2:30-3:45. E. Santi.

457 Readings from Don Quixote's Library (also Spanish 457) Fall. 4 credits.

M W F 11:15. M. Randel.

666 Moralities and Fiction: The Classical Moment (also French 666) Spring. 4 credits.

T 2-4:25. P. Lewis.

Related Courses in Other Departments

Many of these courses are conducted in English, and readings are in translation.

Themes from Russian Culture (Russian 307) Fall.

Themes from Russian Culture (Russian 308) Spring.

Russian Theatre and Drama (Russian 332) Fall.

The Russian Short Story (Russian 334) Spring.

The Russian Novel (In English Translation) (Russian 367) Fall.

Soviet Literature (In English Translation) (Russian 368) Spring.

Dostoevsky (In English Translation) (Russian 369) Spring.

Chinese Philosophical Literature (Asian Studies 371)

[Twentieth-Century Chinese Literature (Asian Studies 373)] Not offered 1981-82.]

Japanese Poetry and Drama (Asian Studies 375)

Modern Japanese Fiction (Asian Studies 376)

Southeast Asian Literature in Translation (Asian Studies 379)

Computer Science

R. W. Conway, director of undergraduate studies; 408 Upson Hall, 256-4052.

For complete descriptions, see the computer science listing in the College of Engineering section.

100 Introduction to Computer Programming Fall or spring. 4 credits. S-U grades optional. Students who contemplate taking both Computer Science 101 and 100 must take 101 first.
2 lecs; 1 rec (optional). 3 evening exams.

101 The Computer Age Spring. 3 credits. S-U grades optional. Credit will not be granted for both Computer Science 100 and 101 unless 101 is taken first.
2 lecs; 1 rec.

102 Introduction to FORTRAN Programming Fall or spring (weeks 1–5 only). 1 credit. S-U grades optional. Credit will not be granted for both Computer Science 100 and 102 unless 102 is taken first.

103 Introduction to PASCAL Fall or spring (weeks 2–5 only). 1 credit. S-U grades optional. Prerequisite: Computer Science 100 or equivalent programming experience.

104 Introduction to APL Programming Fall or spring (weeks 6–9 only). 1 credit. S-U grades optional. Prerequisite: Computer Science 100 or equivalent programming experience.

107 Introduction to Interactive Computing with CMS Fall or spring (weeks 2–5 only). 1 credit. S-U grades only. Prerequisite: Computer Science 100 or equivalent programming experience.

108 Introduction to Statistical Packages Fall or spring (weeks 10–13 only). 1 credit. S-U grades only.

109 Multistep Job Processing and JCL Fall or spring (weeks 6–9 only). 1 credit. S-U grades only. Prerequisite: Computer Science 100 or equivalent programming experience.

211 Computers and Programming Fall or spring. 3 credits. Prerequisite: Computer Science 100 or equivalent programming experience.
2 lecs; 1 rec.

280 Discrete Structures Fall. 4 credits. Prerequisite: Computer Science 211 or permission of the instructor.
3 lecs.

305 Social Issues in Computing Fall. 3 credits. Prerequisites: Computer Science 100 or 101 or permission of instructor. Not offered 1981–82.
2 lec-seminars.

314 Introduction to Computer Systems and Organization Fall or spring. 4 credits. Prerequisite: Computer Science 211 or equivalent.
2 lecs; 1 lab.

321 Numerical Methods Fall or spring. 4 credits. Prerequisites: Mathematics 221 or 293; and knowledge of FORTRAN equivalent to what is taught in Computer Science 100.
3 lecs.

410 Data Structures Fall. 4 credits. Prerequisite or corequisite: Computer Science 314.
3 lecs.

414 Systems Programming and Operating Systems Spring. 4 credits. Prerequisite: Computer Science 314 or permission of instructor.
3 lecs.

418 Interactive Computer Graphics (also Architecture 334) Spring. 4 credits. Prerequisite: Computer Science 314.
2 lecs; 1 lab.

432 Introduction to Simulation and Data-Base Systems (also Engineering OR&IE 383) Spring. 4 credits. Prerequisite: Computer Science 211.
2 lecs; 1 rec.

481–482 Introduction to Theory of Computing I and II 481, fall; 482, spring. 4 credits each term. Prerequisites: Computer Science 211 and 280 or equivalent course work in mathematics, or permission of instructor.
3 lecs.

490 Independent Reading and Research Fall or spring. 1–4 credits.

600 Computer Science and Programming Fall. 1 credit. Prerequisite: graduate standing in computer science or permission of instructor.

611 Advanced Programming Languages Fall. 4 credits. Prerequisite: Computer Science 410 or equivalent.
3 lecs.

612 Translator Writing Spring. 4 credits. Prerequisites: Computer Science 410 and 481 or permission of instructor.
3 lecs.

613 Concurrent Programming and Operating Systems Principles Fall. 4 credits. Prerequisites: Computer Science 600 and 414 or permission of instructor.
3 lecs.

[615 Machine Organization] Spring. 4 credits. Prerequisite: Computer Science 314 or permission of instructor. 3 lecs. Not offered 1981–82.]

[618 Picture Processing] Spring. 4 credits. Prerequisite: Computer Science 611 or permission of instructor. 3 lecs. Not offered 1981–82.]

621–622 Numerical Analysis 621, fall; 622, spring. 4 credits each term. Prerequisites: A course in mathematics beyond freshman-sophomore calculus, such as Mathematics 411, 421, or 431, and a working knowledge of FORTRAN.
3 lecs.

623 Short Course on Linear and Nonlinear Least Squares Fall (weeks 1–6). 2 credits. Prerequisite: knowledge of Computer Science 321 or permission of instructor.

624 Short Course on Spline Approximation Fall (weeks 7–12). 2 credits. Prerequisite: knowledge of Computer Science 321 or permission of instructor.

632 Analysis Data-Base Systems Fall. 4 credits. Prerequisites: Computer Science 410 and either 432 or permission of instructor.
2 lecs.

635 Information Organization and Retrieval Spring. 4 credits. Prerequisite: Computer Science 410 or equivalent.
2 lecs.

681 Theory of Algorithms and Computing I Fall. 4 credits. Prerequisites: Computer Science 481 or permission of instructor.
3 lecs.

682 Theory of Algorithms and Computing II Spring. 4 credits. Prerequisite: Computer Science 681 or permission of instructor.
3 lecs.

709 Computer Science Graduate Seminar Fall or spring. 1 credit each semester. Intended for graduate students interested in computer science.
1 sem.

711 Theory of Programming Languages Spring. 4 credits. Prerequisites: Computer Science 611 and 481. Not offered every year.
2 lecs.

712 Theoretical Aspects of Compiler Construction Spring. 4 credits. Prerequisites: Computer Science 612 and 481. Not offered every year.
2 lecs.

713 Seminar in Operating Systems Fall or spring. 4 credits. Prerequisite: Computer Science 613 or permission of instructor.
1 sem.

719 Seminar in Programming Fall or spring. 4 credits. Prerequisite: Computer Science 611 or permission of instructor.
1 sem.

721 Advanced Numerical Analysis Fall. 4 credits. Prerequisite: Computer Science 621 or 622 or permission of instructor.

722 Advanced Numerical Analysis Spring. 4 credits. Alternates with Computer Science 721. See 721 description.

729 Seminar in Numerical Analysis Fall or spring. 4 credits. Prerequisite: permission of instructor.

[733 Selected Topics in Information Processing (also Engineering OR&IE 789)] Not offered 1981–82.]

734 Seminar in File Processing Fall. Credits and hours to be arranged. Prerequisite: Computer Science 733.

739 Seminar in Information Organization and Retrieval Fall or spring. 4 credits. Prerequisite: Computer Science 635.

781 Advanced Theory of Computing Fall. 4 credits. Prerequisites: Computer Science 681 and 682 or permission of instructor. Alternates with Computer Science 782. Not offered every year.

782 Advanced Theory of Computing Spring. 4 credits. Alternates with Computer Science 781. Not offered every year.

789 Seminar in Automata Theory Fall or spring. 4 credits. Prerequisite: permission of instructor.
1 sem.

790 Special Investigations in Computer Science Fall or spring. Prerequisite: permission of a computer science adviser.

890 Special Investigations in Computer Science Fall or spring. Prerequisite: permission of a computer science adviser.

990 Special Investigations in Computer Science Fall or spring. Prerequisite: permission of a computer science adviser.

Dutch

See Modern Languages, Literatures, and Linguistics, p. 140.

Economics

M. Majumdar, chairman; N. Kiefer, director of undergraduate studies, 480 Uris Hall, 256-6315. K. Burdett, M. G. Clark, T. E. Davis, D. Easley, L. Ebrill, R. Ehrenberg, G. Fields, R. H. Frank, M. Gentler, W. Greene, E. Grinols, G. Hay, W. Isard, R. Joyeux, A. E. Kahn, P. D. McClelland, S. Marston, R. Masson, T. Mitra, U. M. Possen, R. E. Schuler, G. J. Staller, J. Sveinar, E. Thorbecke, S. C. Tsiang, J. Vanek, H. Y. Wan, Jr., M. Yano

The study of economics provides an understanding of the way economies operate and insight into public issues. The department offers a broad range of undergraduate courses in such fields as money and banking; international and comparative economics; theory; history; growth and development; and the organization, performance, and control of industry.

The Major

Students who wish to major in economics must have completed Economics 101-102 or its equivalent with an average of C or better. Prospective majors should consult the Director of Undergraduate Studies.

The requirements for a major are (1) Economics 311 and 312; (2) 20 credits of other economics courses listed by the Department of Economics except that, with the permission of the major adviser, one or two economics courses outside the College of Arts and Sciences may be used toward the fulfillment of this requirement; and (3) three courses above the introductory level in subjects related to economics selected, with the approval of the major adviser, from the offerings of the Departments of Anthropology, Asian Studies, Government, History, Mathematics, Philosophy, Psychology, and Sociology. In addition to the courses required for the major, many students will find it valuable to take statistics (the diverse possibilities include Agricultural Economics 310, Engineering OR&IE 270 or 260 and 370, and Mathematics 370 and 371, 472, or 475). Mathematics courses are not required for an undergraduate major. However, students planning graduate work in economics and strongly advised to take mathematics at least through calculus and linear algebra.

Honors. Candidates for the degree of Bachelor of Arts with Honors are required to (1) have a grade point average in economics courses of A- or better, except in unusual circumstances, and (2) enroll in Economics 391 and 392 in their senior year.

101 Introductory Economics

Fall or spring. 3 credits.

Lecs and disc. Staff.
Analysis of aggregate economic activity in relation to the level, stability, and growth of national income. Topics discussed may include the determination and effects of unemployment, inflation, balance of payments deficits, and economic development, and how these may be influenced by monetary, fiscal, and other policies.

102 Introductory Economics

Fall or spring. 3 credits.

Lecs and disc. Staff.
Explanation and evaluation of how the price system operates in determining what goods are produced, how goods are produced, and who receives income, and how the price system is modified and influenced by private organizations and government policy.

General Courses

301 Economics of Market Failure

Spring. 4 credits. Prerequisite: Economics 102.

Staff.
The course will review briefly the welfare properties of the perfectly competitive market model and will then consider a range of situations in which these properties are modified and where there may be a case for some form of government intervention. The

cases to be considered will include (a) the presence of externalities, pollution, and the economics of the environment; (b) the provision of public goods, the free-rider problem; (c) uncertainty and imperfect information, an analysis in the context of labor and insurance markets, and the market for medical care; (d) the regulation of natural monopoly and public utility pricing; (e) the failure of the market to achieve desired redistributive objectives, direct and indirect taxation as instruments of redistribution.

302 The Impact and Control of Technological Change (also Government 302 and City and Regional Planning 440)

Spring. 4 credits.

S. Del Sesto.
Examines social, environmental, and economic implications of technological change in the United States in the context of possible policies and strategies of control. Several specific cases will be considered in detail, followed by a broader investigation of the problems of a modern technological society. Alternative political-economic solutions will be explored.

304 Economics and the Law

Spring. 4 credits. Prerequisite: Economics 311 or permission of instructor.

G. Hay.

306 Economics of Defense Spending

Spring. 4 credits. Prerequisite: Economics 102.

J. Reppy, with guest lectures by visitors to the Cornell Peace Studies Program.
The economic aspects of defense spending are analyzed. Emphasis is on the procurement of weapons systems. Topics covered include an overview of the defense budget, special characteristics of the defense market, the structure of the defense industry, and the economic behavior of defense firms.

308 Economic Analysis of Government (also Engineering CEE B302)

Spring. 4 credits. Prerequisites: one year of college-level mathematics plus Engineering CEE B301 or Economics 311.

Staff.
Government intervention in a market economy is analyzed. Public goods, public finance, cost-benefit analysis, environment regulation, and macroeconomic topics are covered.

[309 Capitalism and Socialism (also I&LR 347)]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 1981-82.]

311 Intermediate Microeconomic Theory

Fall or spring. 4 credits. Prerequisites: Economics 101-102 or permission of instructor. Economics 311.5 has a more mathematical approach and is designed to accommodate students in engineering.

Staff.
The pricing processes in a private enterprise economy are analyzed under varying competitive conditions and their role in the allocation of resources and the functional distribution of national income is considered.

312 Intermediate Macroeconomic Theory

Fall or spring. 4 credits. Prerequisites: Economics 101-102 or permission of instructor.

Staff.
The theory of national income determination and economic growth in alternative models of the national economy is introduced. The interaction and relation of aspects of these models of empirical aggregate economic analysis is examined.

[315 History of Economic Thought]

Fall. 4 credits. Prerequisites: Economics 101-102 or permission of instructor. Not offered 1981-82.]

317 Intermediate Mathematical Economics I

Fall. 4 credits. Staff.

Introduction of calculus and matrix algebra; problems of maximization of a function of several variables. Economic examples are used to illustrate and teach the mathematical concepts.

318 Intermediate Mathematical Economics II

Spring. 4 credits.

Staff.
Advanced techniques of optimization and application to economic theory.

319 Quantitative Methods

Fall. 4 credits. R. Joyeux.

320 Quantitative Methods

Spring. 4 credits. Prerequisites: thorough understanding of microeconomic and macroeconomic theory and some elementary calculus.

R. Joyeux.
The use of quantitative analysis in economics is introduced. Topics include index numbers, input-output analysis, elementary decision theory, and an introduction to hypothesis testing and the formulation and estimation of econometric models.

Economic History

[321 Economic History of Ancient Medieval Europe]

4 credits. Prerequisite: permission of instructor. Not offered 1981-82.]

[322 Economic History of Modern Europe: 1750 to the Present]

Fall. 4 credits. Open to upperclass students with some background in economics or history, or with permission of instructor. M. R. Haines. Not offered 1981-82.]

323 American Economic History

Fall. 4 credits. Prerequisites: Economics 101-102, or permission of instructor.

P. D. McClelland.
Problems in American economic history from the first settlements to early industrialization are surveyed.

324 American Economic History

Fall. 4 credits. Prerequisites: Economics 101-102, or permission of instructor.

P. D. McClelland.

325 Economic History of Latin America

Fall. 4 credits. Open to upperclass students with some background in economics or history, or with permission of instructor.

T. Davis.

326 History of American Business Enterprise

Spring. 4 credits. Prerequisites: Economics 101-102 or equivalents.

P. D. McClelland.
History of the changing structure of American business, from 1800 to the present, with major emphasis upon developments after the Civil War. The focus of the course will be the changing structure of challenges (for example, the rise of unions, development of a national capital market, changing role of government) and the various responses of business organizations and entrepreneurs to those challenges.

330 The Soviet Union: Politics, Economics, and Culture (also Government 330 and Russian 330)

Fall. 4 credits. Economics majors cannot use this course to fulfill major requirements.

G. Staller, M. Rush, and G. Gibian.
Interdisciplinary survey of the USSR since the Revolution, with emphasis on contemporary developments.

Money, Banking, and Public Finance

331 Money and Credit

Spring. 4 credits. Prerequisites: Economics 101-102.

U. M. Possen.

A systematic treatment of the determinants of the money supply and the volume of credit. Economic analysis of credit markets and financial institutions in the United States.

333 Theory and Practice of Asset Markets Fall. 4 credits. Prerequisites: Economics 311–312.

T. Davis.

The theory and decision making in the presence of uncertainty and the practical aspects of particular asset markets are examined.

335 Public Finance: Resource Allocation and Fiscal Policy Fall. 4 credits. Prerequisites: Economics 101–102.

E. Grinols.

The role of government in a free market economy is analyzed. Topics covered include the federal debt, taxes, the budget, and government regulation. Current topics of an applied nature will vary from term to term.

336 Public Finance: Resource Allocation and Fiscal Policy Spring. 4 credits. Prerequisites: Economics 101–102, one semester of calculus or permission of instructor.

E. Grinols.

A continuation of Public Finance 335 covering noninstitutional topics. Subjects covered include cost-benefit analysis, choice of public discount rate, optimal commodity taxation, local public goods, collective choice, and other topics depending on the interests of the instructor and the class.

338 Macroeconomic Policy Fall. 4 credits. Prerequisite: Economics 312.

Staff.

The use of fiscal and monetary policies for achieving full employment, price-level stability, and appropriate economic growth are studied.

Labor Economics

[341 Labor Economics] Fall. 4 credits. Prerequisites: Economics 101–102. Not offered 1981–82.]

[342 Problems in Labor Economics (also I&LR 343)] Fall. 4 credits. Prerequisites: Economics 311 or I&LR 240. Not offered 1981–82.

R. Ehrenberg.

The theory and empirical analysis of labor markets and their applications to policy issues are considered in depth. Specific topics vary each semester. The course is designed to increase each student's competence in applying microeconomic theory and econometrics to policy issues through an econometric research project.]

Organization, Performance, and Control of Industry

351 Industrial Organization Fall. 4 credits. Prerequisites: Economics 101–102. Recommended: Economics 312.

G. Hay.

An examination of the basic factors that lead to less competitive markets in the United States economy, and of the factors that may countervail these factors. Both theoretical and empirical generalizations are emphasized, rather than studies of specific industries. The first third of the course is abstract theoretical modeling of competition, oligopoly, and monopoly markets, followed by an examination of the relationship between market structure (e.g., number of firms and markets shares) and its conduct and performance.

352 Public Regulation of Business Spring. 4 credits. Prerequisite: Economics 351 or permission of the instructor.

R. Masson.

Questions of public policy concerning patents and antitrust are surveyed. Incentives of firms under

current law are considered. These questions, along with theories of social costs, are used to examine how patent laws, antitrust laws, or endoresement policies could best be designed. Some past cases that have shaped the current interpretation of the laws are considered.

354 Economics of Regulation Spring. 4 credits.

355 Economics of the American System of Private Enterprise Fall. 4 credits. Prerequisites: Economics 101–102 and Economics 311–312, or equivalents.

R. Frank.

A critical examination of the private sector of the United States economy: its history, some leading current issues involving it, and its relation to theoretical and philosophical interpretations of the market economy.

356 Economics of the American System of Private Enterprise Spring. 4 credits. Prerequisites: Economics 101–102 and Economics 311–312, or equivalents.

R. Frank.

For course description, see Economics 355, above.

357 Economics of Imperfect Information Fall. 4 credits. Prerequisites: Economics 101–102 and calculus.

K. Burdett.

This course covers a variety of topics in the economics of uncertainty, including basic decision theory, search theory, risk insurance, and equilibrium price dispersion.

358 Current Economic Issues Fall. 4 credits. Prerequisites: Economics 101–102.

A. Kahn.

The emphasis will be on the application of simple microeconomics and industrial organization concepts to the formulation of public policy in the present and recent past. Among the topics likely to be covered will be policies relating to energy, communications, transportation; the financing and delivery of medical care, public utility, and other kinds of regulation; and the economics of inflation.

International and Comparative Economics

361 International Trade Theory and Policy Fall. 4 credits. Prerequisites: Economics 101–102 or permission of instructor.

A. Ray.

The principles that have guided the formulation of international trade and commercial policies are surveyed. The evolution of the theory of international trade, principles and practices of commercial policy, problems of regional integration and customs unions, and institutions and practices of state trading are considered.

362 International Monetary Theory and Policy Spring. 4 credits. Prerequisites: Economics 101–102 or permission of instructor.

L. Ebrill.

The principles that guided the formulation of international financial policies are surveyed. The evolution of the theory of balance of payments adjustment, international monetary standards, international capital movements, economic aid, international monetary institutions, and proposals for international monetary reforms are considered.

[364 The United States in the World Economy] Spring. 4 credits. Prerequisites: Economics 101–102 or permission of instructor. Not offered 1981–82.]

[365 Economic Policy and Development in Southeast Asia] Spring. 4 credits. Prerequisite: permission of instructor. Not offered 1981–82.]

[366 Introduction to the Japanese Economy] Spring. 4 credits. Not offered 1981–82.]

367 Comparative Economic Systems: Soviet Union and Europe Fall. 4 credits. Prerequisite: Economics 311–312 or permission of instructor.

G. J. Staller.

Discussion of approaches to comparison of economic systems. Consideration of abstract models (market economy, central planning, decentralized socialist market) as well as national economies (France and Sweden, Yugoslavia and Soviet Union). Possibility of convergence of economic systems is explored.

368 Comparative Economics: United States, Europe, and the Soviet Union Spring. 4 credits. Prerequisites: Economics 101–102. Intended for students who are not majoring in economics.

G. Staller.

European and Soviet economies after the Second World War are surveyed. The European countries studied include France, Sweden, and Italy in the West, and Yugoslavia plus another country in the East. A descriptive and institutional approach is used and designed for nonmajors.

371 Public Policy and Economic Development Fall. 4 credits.

Staff.

Study of the problem of sustaining accelerated economic growth in less-developed countries. Trade-offs between growth, welfare, and equity, the legacy of colonialism, relevance of history and economic theory, problems of capital formation, economic planning and international specialization, and the interaction of industrialization, agricultural development, and population change are emphasized.

[372 Applied Economic Development] Spring. 4 credits. Staff. Not offered 1981–82.]

[373 International Specialization and Economic Development] Spring. 4 credits. Prerequisites: Economics 101–102 or permission of the instructor. Not offered 1981–82.

The assessment of the gains and risks and the appropriate role for specialization and trade in economic development, management of the external disequilibrium attending serious efforts to accelerate economic development, and the processes, institution, and opportunities for innovation in transferring income from the relatively developed countries to those less developed.]

374 National and International Food Economics (also Nutritional Sciences 457) Spring. 3 credits. Prerequisites: a college course in economics and junior standing or permission of instructor.

E. Thorbecke.

Examination of individual components essential for an understanding of the United States and world food economies. Analysis of the world food economy. Review and analysis of: (a) the major economic factors determining the demand for food, the composition of food consumption and nutritional intake; and (b) the major economic factors affecting food production and supply. Examination and evaluation of the effectiveness of various food policies and programs in altering food consumption patterns. Principles of nutritional planning in developing countries within the context of the process of economic and social development.

378 Economics, Population, and Development Fall. 4 credits.

Staff.

The economic aspects of population and the interaction between population change and economic change are introduced. Particular attention is paid to economic views of fertility, mortality, and migration, and to the impact of population growth on economic growth, development, modernization, resources, and the environment.

381 Economics of Participation and Worker's Management Fall. 4 credits. Prerequisites: 311–312.

Staff.
After a historical survey of the ideas and practices of self-management and worker's cooperation, the main economic issues relating to the participatory firms and economies will be studied. Special attention will be given to the outcome of the decision-making process at the level of the enterprise, the consistency of these outcomes with national plans, and the policies used to implement them. Examples will be drawn from the Yugoslav experience and, depending on student interest, the discussion will cover other foreign experiences such as Algeria, the Basque region, Chile, West Germany, Israel, Peru, and others. A considerable emphasis will be given to the new developments, and new possibilities of implementing democratic, worker-owned and worker-managed enterprises in the United States. Drawing on theoretical analysis developed in the course, appropriate institutions and legal forms of self-management in the United States will be examined.

382 The Practice and Implementation of Self-Management Fall. 4 credits. Prerequisite: Economics 311–312 or permission of the instructor.

J. Vanek.
The various forms of labor participation in the world today are described, and how producer cooperatives and labor-managed firms and systems can be created is explained. Extensive use is made of the theory of labor-managed systems. The history of various doctrines and self-managed experience is considered.

Related Course in Another Department

Comparative Economic Systems: Soviet Russia (I&LR 34)

Honors Program

391 Honors Seminar Fall. 4 credits. Required of all senior honors candidates.

S. Marston.
Selected readings in the economics of public issues.

392 Honors Seminar Spring. 4 credits. Required of all senior honors candidates.

S. Marston.
A continuation of Economics 391.

399 Readings in Economics Fall or spring. Variable credit.
Department Faculty.

Graduate Courses and Seminars

503 Nonparametric Methods for Peace Scientists and Regional Scientists Fall. 4 credits.

W. Isard.
Topics to be covered include: advantages and disadvantages of parametric and nonparametric methods; problems involved in measurement; nonparametric methods based on one sample and many samples; nonparametric methods requiring only nominal measurement, and those requiring only ordinal measurement; nonparametric measures of association; procedures for non-normal distributions.

[504 Economics and the Law Fall. 4 credits. Not offered 1981–82.
Staff.
See Economics 304 for course description.]

505 Interdependent Decision Making Fall. 4 credits.

W. Isard.
The basic elements in interdependent decision-making situations are examined. Situations where decision makers have different sets of objectives which they wish to achieve and employ

different criteria for evaluating performance are focused on. The use of maximizing incremental procedures, game theory, and diverse methods for establishing priorities and cooperative action as well as recursive, interactive approaches to resolve conflict are considered. Coalition theory and related topics are covered.

509 Microeconomic Theory I Fall. 4 credits.
T. Mitra.
Topics in consumer and producer theory.

510 Microeconomic Theory II Spring. 4 credits.

D. Easley.
Topics in consumer and producer theory, equilibrium models and their application, externalities and public goods, intertemporal choice, simple dynamic models and resource depletion, choice under uncertainty.

513 Macroeconomic Theory: Static Income Determination Fall. 4 credits.

U. Possen.

514 Macroeconomic Theory: Dynamic Models, Growth, and Inflation Spring. 4 credits.

M. Gertler.

517 Intermediate Mathematical Economics I Fall. 4 credits.

D. Easley.

518 Intermediate Mathematical Economics II Spring. 4 credits.

Staff.
See Economics 318 for course description.

519 Quantitative Methods Spring. 4 credits.

R. Joyeux.

520 Quantitative Methods Fall. 4 credits.
Prerequisites: good control of microeconomic and macroeconomic theory and some knowledge of calculus, linear algebra, and probability; or permission of instructor.

Staff.
The application of quantitative analysis to testing of economic theories provides a framework for study and evaluation of cross-section and time-series data, methodology and theory of economic measurement, statistical techniques, empirical studies, and economic forecasting.

[521 Economic History of Ancient Medieval Europe Fall. 4 credits. Not offered 1981–82.]

[522 Economic History of Modern Europe: 1750 to the Present Fall. 4 credits. M. R. Haines. Not offered 1981–82.]

523 American Economic History Fall. 4 credits.
P. D. McClelland.
See Economics 323 for course description.

524 American Economic History Spring. 4 credits.
P. D. McClelland.
See Economics 324 for course description.

525 Economic History of Latin America Fall. 4 credits.
T. E. Davis.
See Economics 325 for course description.

[536 Collective Choice: Theory and Applications Spring. 4 credits. Not offered 1981–82.]

551 Industrial Organization Fall. 4 credits.
G. Hay.
See Economics 351 for course description.

552 Public Regulation of Business Spring. 4 credits.
R. Masson.
See Economics 352 for course description.

555 Economics of the American System of Private Enterprise Fall. 4 credits. Prerequisites: Economics 101–102 and Economics 311–312 or equivalents.
R. Frank.
See Economics 355 for course description.

556 Economics of the American System of Private Enterprise Spring. 4 credits. Prerequisites: Economics 101–102 and Economics 311–312 or equivalents.
R. Frank.
See Economics 356 for course description.

557 Economics of Imperfect Information Fall. 4 credits. Prerequisites: Economics 101–102 and calculus.
K. Burdett.
See Economics 357 for course description.

561 International Trade Theory and Policy Fall. 4 credits. Prerequisites: Economics 101–102 or permission of instructor.
A. Ray.
See Economics 361 for course description.

562 International Monetary Theory and Policy Spring. 4 credits. Prerequisites: Economics 101–102 or permission of instructor.
L. Ebrill.
See Economics 362 for course description.

565 Economic Problems of Latin America Spring. 4 credits.
T. E. Davis.

[566 Introduction to the Japanese Economy Spring. 4 credits. Not offered 1981–82.]

567 Comparative Economic Systems: Soviet Union and Europe Fall. 4 credits.
G. J. Staller.
See Economics 367 for course description.

568 Comparative Economics: United States, Europe, and Soviet Union Spring. 4 credits. Prerequisites: Economics 101–102.
G. Staller.
See Economics 368 for course description.

571 Public Policy and Economic Development Fall. 4 credits.
Staff.
See Economics 371 for course description.

[572 Applied Economic Development Spring. 4 credits. Not offered 1981–82.]

[573 International Specialization and Economic Development Spring. 4 credits. Prerequisites: Economics 101–102 or permission of the instructor. Not offered 1981–82.
See Economics 373 for course description.]

578 Economics, Population, and Development Fall. 4 credits.
Staff.
See Economics 378 for course description.

581 Economics of Workers' Management in Yugoslavia Fall. 4 credits. Prerequisites: Economics 311–312, or permission of instructor.
Staff.
See Economics 381 for course description.

582 The Practice and Implementation of Self-Management Fall. 4 credits.
J. Vanek.
See Economics 382 for description.

599 Readings in Economics Fall or spring. Variable credit.
Department faculty.

603 Seminar in Peace Science Fall. 4 credits.

W. Isard.

Among topics to be covered at an advanced level are: game theory, coalition theory, bargaining and negotiation processes, cooperative procedures, microbehavior models, macrosocial processes, and general systems analysis.

605 Advanced Social Theory for Peace

Scientists Spring. 4 credits. Prerequisites:

Economics 505, and knowledge of microeconomic theory.

W. Isard.

Study of diverse social science hypotheses and theories as they relate to, and can be synthesized within, multiregional, multinational, and generally multigroup conflict and cooperative frameworks. Particular attention will be given to developments stemming from microeconomics and general systems theory. Dynamic analyses will be emphasized.

[611 Advanced Microeconomic Theory Spring. 4 credits. H. Wan. Not offered 1981-82.]**[612 Advanced Macroeconomic Theory** Fall. 4 credits. S. Marston. Not offered 1981-82.]**617 Mathematical Economics** Fall. 4 credits. Staff.**618 Mathematical Economics** Spring. 4 credits. D. Easley.**619 Econometrics** Fall. 4 credits. Prerequisites: calculus and linear algebra. Recommended: Economics 520 or equivalent.

R. Joyeux.

Detailed examination of regression models at the level of H. Theil, *Principles of Econometrics*. Emphasis is on theoretical aspects rather than practical applications. Topics include distribution theory and the use of sufficient statistics, the classical regression model, generalized least squares, modified generalized least squares, and the multivariate regression model.

620 Econometrics Spring. 4 credits. Prerequisites: calculus and linear algebra plus Economics 619 or permission of instructor. Recommended: Economics 520 or equivalent.

N. Kiefer.

Advanced topics in econometrics, such as asymptotic distribution theory, errors in variable and latent variable models (e.g. factor analysis), simultaneous equation models with particular attention to problems of identification, time series analysis, qualitative response models, and aggregation.

[623 American Economic History Fall. 4 credits. Not offered 1981-82.]**[624 American Economic History** Spring. 4 credits. Not offered 1981-82.]**[626 Methods in Economic History** Spring. 4 credits. Not offered 1981-82.]**631 Monetary Theory and Policy** Fall. 4 credits. Staff.**632 Monetary Theory and Policy** Spring. 4 credits. Staff.**635 Public Finance: Resource Allocation and Fiscal Policy** Fall. 4 credits. L. Ebrill.**636 Public Finance: Resource Allocation and Fiscal Policy** Spring. 4 credits. L. Ebrill.**[638 Public Finance: Local Government and Urban Structure** Fall. 4 credits. R. E. Schuler. Not offered 1981-82.]**641 Seminar in Labor Economics** Fall. 4 credits. R. Ehrenberg.**642 Seminar in Labor Economics** Spring. 4 credits. R. Butler.**[644 The Labor Market and Public Policy: A Comparative View** Spring. 4 credits. Not offered 1981-82.]**647 Economics of Evaluation (also I&LR 647)** Spring. 4 credits. R. Ehrenberg. See I&LR 647 for course description.**[648 Issues in Latin America** Spring. 4 credits. Not offered 1981-82.]**651 Industrial Organization and Regulation** Fall. 4 credits. R. Masson.**652 Industrial Organization and Regulation** Spring. 4 credits. R. Masson.**661 International Economics: Pure Theory and Policy** Fall. 4 credits. Staff.**662 Seminar in International Economics** Spring. 4 credits. Prerequisites: Economics 661, acquaintance with conventional trade analysis, or permission of the instructor.

E. Grinols.

The course will cover advanced topics in international economics not normally covered in International Economics 661.

664 International Economics: Balance of Payments and International Finance Spring. 4 credits. Staff.**[670 Economic Demography and Development** Fall. 4 credits. Not offered 1981-82.]**671 Economics of Development** Spring. 4 credits. E. Thorbecke.**[672 Economics of Development** Fall. 4 credits. G. Fields. Not offered 1981-82.]**673 Development in a Polarized World** Fall. 4 credits. Prerequisites: Economics 311-312. J. Svejnar.

The impact of the international economic order on the development efforts of less-developed countries. Emphasis is on such topics as the gains from trade, commercial policy and industrialization, risks of specialization, synthesis of development theory and trade theory, the North-South confrontation, proposals for reform of the international economic order, commodity agreements and development, international income transfers, and direct foreign investment.

[674 Economic Systems Spring. 4 credits. G. J. Staller. Not offered 1981-82.]**[678 Economic Growth in Southeast Asia** Spring. 4 credits. Not offered 1981-82.]**[679 Theory of Quantitative Economic Policy** Spring. 4 credits. M. Gertler. Not offered 1981-82.]**681 Economics of Participation and Labor-Management Systems: Theory** Fall. 4 credits. J. Vanek.

The theory of labor-management economies is developed systematically and literature on that and related subjects is surveyed. Theories of the

participatory firm, industry and general equilibrium are covered together with a microeconomic theory and analysis of special dimensions of the system. Efficient decision-making processes within the firm are also studied. Illustrative references to Yugoslavia and other real instances of labor participation are made throughout.

[682 The Practice and Implementation of Self-Management Spring. 4 credits. J. Svejnar. Not offered 1981-82.]**684 Seminars in Advanced Economics** Fall and spring. 4 credits. Staff.

English

A. R. Parker, chairman; T. D. Hill, director of undergraduate studies 323 Goldwin Smith Hall, 256-3335. M. H. Abrams, B. B. Adams, A. R. Ammons, J. P. Bishop, J. F. Blackall, L. Brown, A. Caputi, C. Chase, M. J. Colacurcio, J. Culler, D. D. Eddy, S. B. Elledge, R. T. Farrell, E. G. Fogel, D. Fried, L. Green, L. Herrin, N. Hertz, M. Jacobus, P. Janowitz, C. V. Kaske, R. E. Kaske, R. Kirschten, C. S. Levy, A. Lurie, D. E. McCall, K. A. McClane, J. R. McConkey, H. S. McMillin, P. L. Marcus, D. M. Memmin, R. Morgan, T. C. Murray, D. Novarr, S. M. Parrish, M. A. Radzinowicz, B. Rosecrance, E. Rosenberg, P. L. Sawyer, D. R. Schwarz, M. Seltzer, H. E. Shaw, S. Siegel, W. J. Slatoff, J. Stallworthy, S. C. Strout

The Department of English offers a wide range of courses in English and American literature as well as in creative writing and expository prose. Literature courses focus variously on close reading of texts, on study of particular authors and genres, on the relationship of literary works to their historical periods, and on questions of critical theory and method. The department not only stresses the development of analytical reading and lucid writing but, through the study of major literary texts, teaches students to think about the nature and value of human experience.

Students who major in English develop their own programs of study in consultation with their advisers. Some focus on a particular historical period or develop programs that concentrate on poetry, drama, or the novel. Others have a special interest in creative writing. Students may also concentrate in medieval studies or American studies.

The Major

Any student considering a major in English should see the department's director of undergraduate studies to arrange an assignment to a major adviser. Copies of a brochure containing suggestions for English majors and prospective English majors are available in the department office, 252 Goldwin Smith Hall. Prospective English majors should take one or more courses from among English 270, 271, 272, 275, 280, and 281 as early as possible. All of these courses are open to sophomores and to qualified freshmen. As soon as students have completed one of these courses they may declare themselves English majors provided they have achieved an average of C or better in the English courses they have taken. English 270, 271, 272, open to all second-term freshmen, may be used to satisfy the Freshman Seminar requirement. First-term freshmen who have received advanced placement credit in English may enroll in English 270, 271, or 272 as space permits, and students interested in majoring in English are encouraged to do so.

Students majoring in English are required to complete 6 credits of foreign language study (preferably in the literature of a foreign language) in courses for which qualification is a prerequisite. Majors are urged to complete this requirement by the end of their sophomore year, and students who enter Cornell without sufficient preparation should therefore begin studying a language during their freshman year.

In addition to satisfying the requirements outlined above, English majors must take a minimum of 36 credits in courses approved for the major and complete them with passing letter grades. Courses approved for the major are English 201, 202, and all English courses numbered 300 or above except English 496. In addition to 201–202, students may count up to two courses for the major from the category entitled 200-level Courses Approved for the Major. Students may also offer in satisfaction of the major as many as three courses numbered 300 or above in a foreign literature, in comparative literature, or in special courses such as those sponsored by the Society for the Humanities provided these alternatives are approved by their adviser.

Among the courses approved for the major, English 201 and 202 are especially recommended for English majors and should be taken by the end of the sophomore year. Students who do not take English 201–202 should choose their major courses with a view toward covering the historical range of English and American literature. Literature courses at the 300 level are intended to provide such coverage. Of the 36 credits required for the major, at least 8 must be in English or American literature written before 1800.

Honors. Prospective candidates for the degree of Bachelor of Arts with honors in English should consult the chairperson of the Honors Committee during the spring term of their sophomore year or early in their junior year. Honors candidates will take one or two honors seminars (English 491 or 492) during their junior year, as well as a 400-level course in the field in which they plan to work during their senior year. The work of the senior year is a year-long tutorial (English 493 and 494) on a special topic of the candidate's choosing, culminating in the writing of a scholarly honors thesis of approximately fifty pages, or a book-length work of high quality in creative writing completed for English 480–481. More information about the program may be found in the department's brochure for honors candidates.

Courses for Nonmajors

For students not majoring in English, the department makes available a variety of courses at all levels. Some courses at the 200 level are open to qualified freshmen, and all of them are open to sophomores. Courses at the 300 level are open to juniors and seniors and to underclass students with permission of the instructor. The suitability of courses at the 400 and 600 levels for nonmajors will vary from topic to topic, and permission of the instructor is required.

Courses for Freshmen

As part of the Freshman Seminar Program, the Department of English offers many one-semester courses concerned with various forms of writing (narrative, biographical, expository), with the study of specific areas in English and American literature, and with the relation of literature to culture. Students may elect any two of these courses during their first year to satisfy the Freshman Seminar requirement.

Courses for Sophomores

Although courses numbered in the 200's are primarily for sophomores, some of them are open to qualified freshmen and to upperclass students. Courses approved for the major are English 201, 202, and all courses numbered 300 or above except English 496. In addition to English 201–202, students may count up to two 200-level courses toward the major from Courses Approved for the Major, listed below.

201–202 The English Literary Tradition 201, fall; 202, spring. 4 credits each term. Open to all undergraduates. English 201 is not a prerequisite to 202. May be counted toward the English major.
Fall: M W F 11:15; M. Radzinowicz, S. Elledge.
Spring: M W F 11:15; M. H. Abrams, J. Stallworthy. Interpretation of major works ranging from *Beowulf* through those of Yeats. English 201 surveys Old

English poetry, Chaucer, medieval romances, Spenser, Shakespeare, Donne, and Milton. 202 includes Dryden, Swift, Pope, Samuel Johnson, Blake, Jane Austen, the major Romantic and Victorian poets, Shaw, and Yeats. The course will be conducted by a combination of lectures and intensive seminars in special topics.

Courses Primarily for Nonmajors

205–206 Readings in English and American Literature 205, fall; 206, spring. 3 credits each term. Open to all undergraduates. English 205 is not a prerequisite to 206.

Fall: M W F 10:10; L. Brown. Spring: M W F 10:10; J. Culler.
205: An introduction to some of the major works of English and American literature from the sixteenth to the nineteenth century. We will discuss a variety of genres—including novels, plays, satires, and lyric poems—from the English Renaissance, the eighteenth century, and the American Renaissance. Our first object will be the individual work—its special accomplishments and problems. Our general concerns will be the relationship of these works to their historical contexts and the nature of their significance today. Readings will be from such writers as Shakespeare, Marlowe, Jonson, Donne, Wycherley, Pope, Swift, Defoe, Fielding, Johnson, Hawthorne, Melville, and Twain.

206 covers literature since the mid-nineteenth century, including such authors as Browning, Shaw, D. H. Lawrence, Hardy, Yeats, Hemingway, Faulkner, and Robert Frost. Two lectures and a small discussion section each week. Two short papers and a final.

208 Forms of Poetry Fall. 3 credits.

M W F 11:15; D. Fried.
This is an introductory course for which no previous literary training is assumed. The aim of the course is to develop the students' skills in reading and talking about poetry, through the close study of a wide range of short poems. Inquiring into the implications of Wallace Stevens' claim that "All poetry is experimental poetry," we will explore how poets make rules for themselves in order to break them and create poetic traditions by transgressing against traditional forms. Not a historical survey, "Forms of Poetry" will group poems according to the poetic devices and formal patterns they share. From time to time throughout the course questions of poetic form will be studied through analogues from painting, architecture, and popular culture. Poets to be read include Shakespeare, Herbert, Pope, Blake, Keats, Poe, Whitman, Dickinson, Frost, Williams, Bishop, Merwin, and Ammons. Requirements: two brief (two to three pages) papers, and in-class midterm examination, and a final examination.

227 Shakespeare Fall or spring. 3 credits. Each section limited to 25 students.

M W F 10:10 or 1:25 or T R 12:20–1:35 or 2:30–3:45. C. Levy and others.
A critical study of representative plays from the principal periods of Shakespeare's career.

265 Contemporary Afro-American Literature Spring. 3 credits.

T R 8:40–9:55. K. McClane.
If one wishes to understand the inner workings of a neighbor's household, it is often a good idea to consult the maid. By the same token, if one wishes to understand American society, to understand it fully, one must ask those who have been its metaphoric housekeepers—that is, black people. This course does just that: it attempts to define American experience through the works of selected contemporary black writers, showing indeed that there may be two distinct American experiences: one black and one white. It is also my intention that we develop some understanding of the commonality of the dispossessed and of those forces—powerful and deep—which characterize Third World

consciousness. Novels, poetry, and plays by Zora Neal Hurston, Gwendolyn Brooks, Richard Wright, Toni Morrison, James Baldwin, Imamu Baraka, Chinua Achebe, and William Melvin Kelley.

285 Writing About the Arts at Cornell Fall. 3 credits.

T R 10:10–11:25. T. Murray.
The course will train students to describe works of art including painting, photography, architecture, film, and dramatic productions. It will focus on developing students' sensitivity to critical choices and positions. As a means of promoting appreciation of the creative arts on campus, the course will study artifacts being displayed, performed, and read on campus. Ideally, the course will encourage and contribute to public review of campus artistic events.

288–289 Expository Writing 288, fall; 289, spring. 3 credits each term. Each section limited to 18 students.

M W 9:05 or 10:10 or T R 2:30; plus conferences to be arranged. S. Parrish, N. Kaplan, and others.
This course is intended to meet the needs of undergraduates from a range of disciplines who wish to gain skill in expository writing. Under the instructor's direction, students will write on topics related to their own interests. A substantial amount of new writing or a revision of an earlier essay will be expected each week. Since the class is the primary audience for the essay, attendance and participation in discussion by all students are essential. In addition to regularly scheduled class meetings, instructors will hold frequent conferences with students.

200-Level Courses Approved for the Major

Students may take up to two of the following courses for credit toward the English major.

207 Twentieth-Century Biography Spring. 4 credits.

M W F 12:20; D. Novarr.
An introduction to some forms of modern biography, traditional and experimental, to see how writers have represented and illuminated character and achievement. Subjects range from Leonardo da Vinci and Martin Luther to George Washington, F. Scott Fitzgerald, and Marilyn Monroe; writers from Freud and Erikson to Lytton Strachey, Virginia Woolf, and Norman Mailer. Consideration of the values of biography, biographical "truth," the relation of biography to history, psychology, ethics, and the novel.

247 Major Nineteenth-Century Women Novelists (also Women's Studies 248) Fall. 4 credits.

M W F 1:25; J. F. Blackall.
This course gives particular attention to the biographical and social circumstances surrounding the novels, their critical reception within their own time, and the themes and subject matter that women novelists elected to write about. The reading includes masterworks and certain other works that exerted a major imaginative influence on contemporary readers. Readings for 1981 are: Austen, *Persuasion*; C. Brontë, *Jane Eyre*; E. Brontë, *Wuthering Heights*; Gaskell, *Mary Barton*; Stowe, *Uncle Tom's Cabin*; Eliot, *The Mill on the Floss*; Gilman, "The Yellow Wallpaper"; Chopin, *The Awakening*; Wharton, *Ethan Frome*; and a twentieth-century imaginative sequel to *Jane Eyre*, Jean Rhys's *Wide Sargasso Sea*.

248 Feminist Issues in Nineteenth- and Twentieth-Century Literature (also Women's Studies 249) Spring. 4 credits.

M W F 1:25; M. Jacobus.
An introductory course in writing by and about women, exploring the relation between women, literature, and feminism. There will be five main areas of concern: work and home; education and marriage; sexuality; motherhood; and the woman artist or writer herself. Readings will include novels by Charlotte

Brontë, Charles Dickens, George Eliot, Thomas Hardy, Virginia Woolf, Sylvia Plath, Margaret Atwood, and Adrienne Rich, as well as a variety of texts drawn from writers on women and feminism from Mary Wollstonecraft to the present day.

253 The Modern Novel Fall. 4 credits.

M W F 12:20. B. Rosecrance.

A survey of English, European, and American novels and shorter fiction, with some attention to their contemporary, historical and intellectual contexts. Works by such writers as Conrad, Joyce, Lawrence, Forster, Woolf, Mann, Kafka, Nabokov, Faulkner, and one or two contemporary Americans will be considered.

267 Twentieth-Century Southern Fiction Spring. 4 credits.

M W F 12:20. L. Herrin.

The course will deal exclusively with the fiction of the twentieth-century American South—arguably, in time and place, the richest concentration of writers we have—and will proceed more or less chronologically. After a brief background survey, the course will begin with William Faulkner, then move to Thomas Wolfe, James Agee, and Robert Penn Warren. The stories and short novels of Katherine Anne Porter, Flannery O'Connor, Carson McCullers, and Eudora Welty will make up one part of the course, as will the short work of three black writers, Richard Wright, Ernest Gaines, and Gayl Jones. The semester will end with novels by two contemporaries, William Styron and Walker Percy, and, if time permits, by one or two others. Short interpretative papers and class discussion.

290 Literature and Value Spring. 4 credits.

T R 10:10–11:25. J. McConkey and others.

Each week a different member of the department discusses a poem, group of poems, story, play, or novel that is of particular importance to him or her, perhaps as a work that contributed to the person's decision to devote a lifetime to the study of literature or to the writing of fiction or verse, perhaps as a work that has affinity with their present-day attitudes and values. In following meetings that week, class members will discuss in detail the same or related works. Students will be encouraged to explore, in their papers for the course as well as their discussions, the relationship between specific texts and their own experiences, attitudes, and values.

295 Introduction to Semiotics (also Comparative Literature 295) Fall. 4 credits.

M W F 11:15. J. Culler.

Adopting the semiotic perspective, we will study culture as a series of systems of convention or sign systems. Readings will focus on phenomena such as literature, advertising, schizophrenia, fashion, food, and tourism. No previous knowledge assumed.

Courses which Satisfy the Major Prerequisite

270 The Reading of Fiction Fall or spring.

3 credits. Recommended for prospective majors in English. Fall: open to freshmen who have received advanced placement in English. Spring: open to other qualified freshmen. Upperclass students admitted as space permits. Each section limited to 22 students. May be used to satisfy either the Freshman Seminar requirement or the distribution requirement in the humanities, but not both.

M W F 1:25 or 2:30 or 11:15 or 10:10 or T R 12:20–1:35 or 10:10–11:25. C. Chase, M. Jacobus, P. Marcus, S. McMillin, D. Schwarz, and others.

Forms of modern fiction, with emphasis on the short story and novella. Critical study of works by English, American, and Continental writers from 1880 to the present—Chekhov, James, Conrad, Faulkner, Mann, Kafka, and others.

271 The Reading of Poetry Fall or spring.

3 credits. Recommended for prospective majors in English. Fall: open to freshmen who have received

advanced placement in English. Spring: open to other qualified freshmen. Upperclass students admitted as space permits. Each section limited to 22 students. May be used to satisfy either the Freshman Seminar requirement or the distribution requirement in the humanities, but not both.

M W F 10:10 or T R 10:10–11:25. C. Levy, J. Stallworthy and others.

Designed to sharpen the student's ability to understand and respond to poetry. Readings in the major periods, modes, and genres of poetry written in English.

272 Introduction to Drama Fall or spring.

3 credits. Recommended for prospective majors in English. Fall: open to freshmen who have received advanced placement in English. Spring: open to other qualified freshmen. Upperclass students admitted as space permits. Each section limited to 22 students. May be used to satisfy either the Freshman Seminar requirement or the distribution requirement in the humanities, but not both.

Fall and spring: T R 2:30–3:45 or M W F 11:15. T. Murray, and others.

Selected masterworks by such playwrights as Sophocles, Ibsen, and Shaw introduce the chief idioms and styles of Western dramatic tradition. The course work will consist of discussions and papers, as well as a special project related to the plays being produced by the Department of Theatre Arts. The course will be taught in small sections.

275 The American Literary Tradition Fall or spring. 3 credits. Recommended for prospective majors in American studies.

Fall: M W F 9:05; D. Fried. Spring: M W F 11:15; M. Seltzer.

The problem of an American national literature is explored through the reading and discussion of eight texts representing the four principal periods in American literary history. Not a survey, this course focuses on the relations of the texts to each other, the role of Americanness in those relationships, and the assumptions about history with which critical appreciation must engage. Among the writers whose work is studied are Franklin, Poe, Hawthorne, Dickinson, Twain, James, and Frost.

280–281 Creative Writing 280, fall; 281, spring.

3 credits each term. Recommended for prospective majors in English. Prerequisite for English 281: recommendation from English 280 instructor. Each section limited to 18 students.

M W 9:05 or 12:20 or 2:30 or 3:35 or T R 9:05 or 12:20 or 2:30. P. Janowitz, R. Kirschten, and others. An introductory course in the theory and practice of writing narrative prose, poetry, and allied forms.

Courses for Sophomores, Juniors and Seniors

Courses at the 300 level are open to juniors and seniors, and to others with the permission of the instructor. There are no specific prerequisites, except as noted for English 382–383 and 384–385.

Major Periods of English Literature

322 The Seventeenth Century Spring. 4 credits.

M W F 10:10. D. Novarr.

Emphasis on the main traditions in poetry from Donne and Jonson to Marvell—the metaphysical poets, the Sons of Ben, the Spenserian inheritance; major prose works from Bacon to Walton, prose style, and genres in prose; some consideration of the achievement in drama.

330 Restoration and Eighteenth-Century Literature Spring. 4 credits.

M W F 1:25. L. Brown.

A course in the history of English literature from 1660 to 1790, concentrating on generic evolution and on the relationship between literature and society. Major themes will include the development of the novel, the

nature of satire, the literary characteristics of sentimentalism, the rise of "pre-romantic" poetry, and the interactions among all these phenomena. Works by Wycherley, Dryden, Swift, Pope, Defoe, Richardson, Fielding, Goldsmith, Sheridan, and Johnson.

333 The Eighteenth-Century English Novel Fall. 4 credits.

M W F 1:25. H. Shaw.

Studies in major works of eighteenth-century fiction. This year the course will concentrate on Richardson and Fielding, by giving a good deal of time to *Tom Jones* and *Clarissa* and by drawing on other authors, working in various genres, who are important to them (Milton, Pope, Swift). We will also read novels by Defoe, Sterne, and Austen.

340 The Romantic Poets Fall: 4 credits.

M W F 11:15. S. M. Parrish.

A close reading of the poems of Blake, Coleridge, Wordsworth, Byron, Shelley, and Keats, together with some of their letters and their critical writings.

345 The Victorian Period Spring. 4 credits.

T R 10:10–11:25. D. Mermin.

The poetry of Tennyson, Browning, Arnold, and the Pre-Raphaelites; two novels, *Great Expectations* and *Middlemarch*; selections from works by Carlyle, Ruskin, Mill, Darwin, Pater, and others; plays by Wilde and Shaw. Lectures and discussion. Concentrating on close reading of texts, the course will consider the relationship of the literature to the art, science, religion, and politics of the time, the development of new literary forms, and the Victorians' own sense of living in "an age of transition."

350 The Early Twentieth Century (to 1914) Fall. 4 credits.

M W F 10:10. D. R. Schwarz.

Critical study of major works by Hardy, Conrad, Lawrence, Joyce, Eliot, Yeats, Hopkins, Wilde, and others. While the emphasis will be upon individual works, some attempt will be made to place the authors and works within the context of literary and intellectual history. The course will seek to define the development of literary modernism in England by reference to these authors' innovations in themes and techniques. These literary works will be examined as part of a transition in British culture that takes place between 1890 and 1914.

351 Modern Literature since 1914 Spring. 4 credits.

M W F 10:10. J. Stallworthy.

Interpretations of modern English, Anglo-Irish, and Anglo-Welsh poetry, fiction, and drama by Yeats, Shaw, Lawrence, Eliot, Forster, Woolf, Waugh, O'Casey, Auden, Beckett, and others. Although the emphasis in lectures and discussions is upon individual works, the wider context of literary, intellectual, and social history is also considered.

Major English Authors

319 Chaucer Spring. 4 credits.

M W F 11:15. T. Hill.

The main emphasis is on *Troilus* and *The Canterbury Tales*, but some attention will also be given to the early poems and the question of Chaucer's development as a poet.

327 Shakespeare Fall. 4 credits.

M W F 9:05. B. B. Adams.

An introduction to the works of Shakespeare, based on a selection of plays representative of the stages of his artistic development and the range of his achievement.

329 Milton Fall. 4 credits.

M W F 9:05. M. Radzinowicz.

An introduction to the poetry of John Milton. Of the major poems, *Comus*, *Lycidas*, *Paradise Lost*, and *Samson Agonistes* will be closely read; other of Milton's works will be considered only when necessary to establish context.

Major Periods of American Literature

361 Early American Literature Fall. 4 credits.

M W F 11:15. M. J. Colacurcio.
The literature of ideas produced by America's Puritan and Enlightenment writers: Bradford, Taylor, Edwards, and Franklin. The first achievements of the national literature: Irving, Cooper, Poe, and Hawthorne.

362 The American Renaissance Spring. 4 credits.

English 361 recommended, but not a prerequisite.
M W F 10:10. D. Fried.

America's literary maturity at mid-century: the individual masterpieces and the interrelated careers of Emerson, Thoreau, Hawthorne, Melville, Whitman, and Dickinson.

363 The Age of Realism and Naturalism Fall. 4 credits.

M W F 10:10. M. Seltzer.
The literary expression of new attitudes toward American society and the individual between the Civil War and the early years of the twentieth century, primarily as exemplified in representative writing by Mark Twain, W. D. Howells, Henry James, Mary Wilkins Freeman, Charles W. Chesnutt, Henry Adams, Stephen Crane, and Theodore Dreiser.

364 American Literature in the Twentieth Century Spring. 4 credits.

M W F 9:05. D. McCall.
A pursuit of the idea of modernity through a variety of American texts from just before the First World War to the present. The authors represented include the principal poets from Frost to Lowell; Fitzgerald, Hemingway, and Faulkner from the standard writers of prose fiction; and some more recent black writers, women writers, critics, and journalists.

Genres and Special Topics

366 The Earlier American Novel: Brockden Brown to Henry James Fall. 4 credits.

M W F 1:25. D. E. McCall.
A survey of major American novels of the nineteenth century. Writers studied include Hawthorne, Melville, Mark Twain, Howells, Chopin, and James.

367 The Modern American Novel Spring. 4 credits.

M W F 1:25. W. Slatoff.
A survey of major American novels of the twentieth century. Writers studied include Dreiser, Crane, Fitzgerald, Hemingway, West, Wright, Faulkner, Agee.

370 The Nineteenth-Century English Novel

Spring. 4 credits.
M W F 12:20. E. Rosenberg.
Survey of works by major English novelists in the nineteenth century. Probable reading list will include Austen, *Pride and Prejudice*; Thackeray, *Henry Esmond*; Dickens, *Little Dorrit*; Eliot, *Middlemarch*; Meredith, *The Egoist*; Hardy, *Tess of the d'Urbervilles*; Conrad, *Nostromo*.

372 English Drama (also Theatre Arts 372)

Spring. 4 credits.
M W F 10:10. H. S. McMillin.
Important events in the English theatre from the beginning to the twentieth century. Plays by Marlowe, Shakespeare, Jonson, Webster, Dryden, Wycherly, Behn, Congreve, Sheridan, Shelley, Shaw, and others. Relationships between play houses, dramatic texts, and politics.

Creative and Expository Writing

382-383 Narrative Writing 382, fall; 383, spring. 4 credits each term. Prerequisite: English 280-281 or permission of instructor. Each section limited to 15 students.

T R 12:20 or 2:30 or M W 2:30; plus conferences to be arranged. Fall: A. Caputi, W. Slatoff; spring: D. McCall, L. Herrin.

The writing of fiction; study of models; analysis of students' work.

384-385 Verse Writing 384, fall; 385, spring. 4 credits each term. Prerequisite: English 280-281 or permission of instructor. Each section limited to 15 students.

T 2:30-4:25. Fall: A. R. Ammons, P. Janowitz; spring: P. Janowitz, K. McClane.
The writing of poetry; study of models; analysis of students' poems; personal conferences.

388 The Art of the Essay: Autobiography Fall. 4 credits.

Prerequisite: permission of instructor.
Limited to 18 students. Interested students should submit a writing sample to Professor McMillin before the beginning of the term.

T R 10:10-11:25 and conferences to be arranged.
H. S. McMillin.

A course in autobiographical writing and reading. Students will keep journals, which will be the source of finished autobiographical essays. Readings in such journalists and autobiographers as J. Boswell, T. De Quincey, V. Woolf, J. Agee.

389 The Art of the Essay Spring. 4 credits.

Prerequisite: permission of instructor. Limited to 18 students. Interested students should submit a writing sample to Professor Levy before the beginning of the term.

T R 1:25-2:15 and conferences to be arranged.
C. Levy.
For both English majors and nonmajors who have done well in such courses as Freshman Seminars or English 288-289, and who desire intensive practice in writing expository and personal essays; particular, but not exclusive, emphasis on expository techniques of analysis and persuasion.

Courses for Advanced Undergraduates

Enrollment in courses at the 400 level is limited by prerequisite or permission of instructor.

403 Poetry and Crisis Fall. 4 credits. Limited to 15 students.

M W F 2:30. R. Kirschten.
The course centers on aesthetic ways poets have used their poetry to deal with personal crises. Whether their problems be religious, emotional, or cultural, our concern will be to use historical evidence to understand tactics of poetic expression which provide partial resolution of these problems. We will use letters, biographies, theological treatises, anthropological and linguistic studies, recordings, films. We will read six poets, each paired with a particular issue: Emily Dickinson and crisis of affection, T. S. Eliot and religious crisis, Hart Crane and mythic crisis, Wallace Stevens and metaphysical crisis, Theodore Roethke and psychological crisis, James Dickey and ritual crisis.

408 Evolution of Epic Spring. 4 credits.

T R 10:10-11:25. M. Radzinowicz.
The course is concerned with the poetic and thematic transformation of a genre often and prematurely called dead. It will explore such topics as epic tradition and poetic originality; the bard and his presence or absence; the social and historical components of heroic virtue; and unity and fragmentation in long poems. Readings, sometimes in selections, will include Spenser, *The Faerie Queene*; Milton, *Paradise Lost*; Dryden, *The Hind and the Panther*; Blake, *Milton*; Wordsworth, *The Prelude*; Whitman, *Song of Myself*; and Melville, *Clarel*; William Carlos Williams, *Paterson*. A final epic poem may be chosen by the class from among Berryman, *Dream Songs*; Lowell, *History*; or David Jones, *Anathemata*.

409 Freud as Imaginative Writer and Reader

Spring. 4 credits. Limited to 15 students.
T R 2:30-3:45. C. Chase.
This course will introduce Freud as an imaginative writer and a reader of imaginative writing—the source of psychoanalytic criticism. Texts will include works

by Freud, Shakespeare, Sophocles, and E. T. A. Hoffmann. No previous familiarity with Freud's writings or with psychoanalytic theory is necessary. Open to all students who have taken at least one literature course at the 200 level or above.

415 The English Language (also English 615)

Spring. 4 credits.
R 3:35-5:30. B. B. Adams.
A basic survey of the historical development of English from the Anglo-Saxon period to the present, with special reference to the needs and interests of students of literature.

424 Lyric Sequences (also English 624) Fall. 4 credits. Limited to 15 students.

R 1:25-3:20. C. Levy.
The art of the lyric sequence and a sketch of its history from Dante's *La vita nuova* and Petrarch's *Canzoniere* (in translation as necessary) to Meredith's *Modern Love* and Berryman's *Sonnets*. About half the semester will be devoted to works of Sidney, Greville, Spenser, and Shakespeare. Discussion format; one or two shorter papers and a term paper.

427 Studies in Shakespeare: Shakespeare on Film Spring. 4 credits.

T R 2:30-3:45. T. Murray.
We will analyze the transformation of Shakespeare's plays into films. Attention will be focused on two aspects of film analysis. First, we will consider carefully the film's interpretation of the text—how does the visual image influence the viewer's reception of the text? Second, we will consider the critical and technical choices made by the film makers and actors to portray the interpretation—how does a film ask the viewer to watch it and what filmic techniques contribute to the image? These issues will lead naturally to considerations of the differences between stage and film representations of the plays. A preliminary syllabus might include *Othello* (films by Yutkevich and Burge, with Olivier), *King Lear* (Kozintsev and Brooks), *Hamlet* (Olivier and Kozintsev), *Macbeth* (Polanski and Kurosawa), *Throne of Blood*, *The Tempest*, (video and a new British release).

430 Eighteenth-Century Intellectual Prose Texts (also English 631) Fall. 4 credits. Prerequisite: permission of the instructor.

T R 10:10-11:25. D. D. Eddy.
Major aesthetic, religious, political, and critical texts will be examined, ranging chronologically from John Locke's *Second Treatise on Civil Government* to Reynolds' *Discourses on Art*. Also included will be Shaftesbury's *Characteristics* (with John Brown's commentary), Burke *On the Sublime and Beautiful*, Joseph Warton's *Essay on Pope*, Mandeville's *Fable of the Bees*, Hume's *Dialogues Concerning Natural Religion*, and Hogarth's *Analysis of Beauty*.

434 Restoration and Eighteenth-Century Drama (also English 634) Fall. 4 credits.

T 1:25-3:20. L. Brown.
A course in the history of the drama from 1660 to 1780, emphasizing the continuities and contradictions in the evolution of the genre. The major movements of the Restoration and eighteenth-century English theater—heroic drama, comedy of manners, pathetic tragedy, stage sentimentalism, and bourgeois tragedy—will be discussed in the context of the social and cultural history of the age, and defined in relation to the rise of the novel and the development of "pre-romantic" poetry. The reading list includes Dryden, *Etherege*, Wycherly, *Otway*, Lee, Vanbrugh, Congreve, Steele, Gay, Fielding, Lillo, Goldsmith, and Sheridan. Reading will be augmented by film productions of several eighteenth-century plays.

440 Readings in Romanticism (also Comparative Literature 461) Fall. 4 credits.

T R 12:20-1:35. C. Chase.
Readings in poetry and prose by Wordsworth, Rousseau, Shelley, Keats, and Baudelaire. Focusing

on how these works engage and dispute with each other, the seminar will consider questions they raise about understanding, memory, and the nature of language, and will take up problems of interpretation posed by Romantic writing—the question of reference, the tension between truth and fiction, the significance of irony. Readings in Rousseau and Baudelaire available in English.

442 The Romantic Movement in Poetry, Painting, and Graphic Arts (also History of Art 459) Spring. 4 credits.

T R 10:10–11:25. J. Visconti.
This course will examine the works of English Romantic poets and artists who have in one way or another responded to the problems of medium and to the risk of technical distortion and who have attempted to make poem, painting, and print less a vehicle for an idea and more an idea to be experienced. The works include Blake's illuminated books, the lyrical poetry of Coleridge and Keats, and the watercolor paintings of Cousins, Girtin, and Turner. The similarities among these diverse arts, both in technique and theme will also be discussed. Knowledge of the visual arts and art history is not required.

450 The History of the Book Spring. 4 credits.
Prerequisite: permission of instructors. Limited to 20 students.

T 7–9 p.m. D. Eddy and P. Kahn.
Morphology of letters (calligraphy and type). Abbreviations and their cultural significance. Printing and its terminology. The book trade. Texts and their transmission. The book as a physical object. The impact of the book on social and economic changes. The book as a work of art.

451 Twentieth-Century Women Writers (also English 651 and Women's Studies 451) Spring. 4 credits.

W 2:30–4:25. B. Rosecrance.
A consideration of selected fiction by British women writers from the turn of the century to the present day, including writers of English, Irish, Australian, Canadian, and South African origin. Critical study of stories and novels will emphasize evolutions in the craft and artistic consciousness of women writers in this period. We will draw upon works of such writers as Sarah Grand, Olive Schreiner, Ada Leverson, Dorothy Richardson, Virginia Woolf, Katherine Mansfield, Elizabeth Bowen, Jean Rhys, Barbara Pym, Rebecca West, Christina Stead, Iris Murdoch, Doris Lessing, Nadine Gordimer, Margaret Atwood, Margaret Drabble, Antonia (Drabble) Byatt, and Susan Hill. The emphasis will be on lesser-known novelists within the earlier period and on both well- and lesser-known contemporary writers.

453 The Trial of Oscar Wilde Fall. 4 credits.

T R 12:20–1:35. S. Siegel.
What influence do Art and Life have on one another? Is all Art moral or immoral? Should some art be censored? What are the limits of privacy? These Victorian preoccupations were addressed and acted out at the trial of Oscar Wilde. Reports of the trial in the periodical press contributed greatly to the shaping of the legend of the Wilde we have come to know. The "text" for this seminar will be the transcripts of the trial; the reports that circulated in the press; and works by Wilde, particularly those that authorized that legend, but simultaneously serve to dispel it.

456 Edith Wharton, Willa Cather, and Eudora Welty (also Women's Studies 456) Spring. 4 credits.

T R 2:30–3:45. J. F. Blackall.
A representative selection of the best fiction of three distinguished American women writers with particular regard to their practice of the craft of fiction and their achievements as regionalist writers. Reading prospectively to include Wharton, *The House of Mirth*, *Ethan Frome*, "The Bunner Sisters," and *The Age of Innocence*; Cather, *My Antonia*, *A Lost Lady*, *The Professor's House*, and *Death Comes for the*

Archbishop; Welty, *The Robber Bridegroom*, *The Optimist's Daughter*, and selected short stories. A discussion course, with several short papers and a longer essay.

459 Four Modern Masters: Pirandello, Brecht, Beckett, Pinter Spring. 4 credits.

M W F 2:30. A. Caputi.
A study of selected works by these figures against the background of modernism since World War I.

463 The Political Novel in America (also English 660) Fall. 4 credits. Limited to 15 students.

R 1:25–3:20. C. Strout.
Critical study of radical, conservative, and liberal politically oriented novels by important writers from 1869 to 1971. Examples from Adams, Twain, James, Steinbeck, Dos Passos, Hemingway, Warren, Ellison, Doctorow, and others. The novel is considered both as a source of insight and as a historical source.

464 American History and the Literary Imagination (also English 691) Spring. 4 credits.

W 1:25–3:20. C. Strout.
The interplay between the literary and historical imaginations in various forms of narrative are examined. Certain controversial American events are focused on, such as the Salem Witchcraft trial, the Nat Turner slave revolt, Huey Long's career, the Oppenheimer Security Hearing, the Rosenberg spy case, and the March on the Pentagon. Texts include literary works by Hawthorne, Adams, Twain, Mailer, Styron, Warren, Miller, and Doctorow; pertinent documents and readings in controversies over interpretation and the overlap between history and literature.

470 Studies in the Novel: Faulkner and Hemingway Fall. 4 credits. Limited to 25 students.

T R 10:10–11:25. W. Slatoff.
Study and discussion of the major fiction. Students will be expected to have prior acquaintance with some works by each of the authors.

471 History into Fiction Fall. 4 credits. Open to nonmajors.

T R 12:20. H. Shaw.
What makes a historical novel "historical"? Answers to this question are sought by exploring works of historical fiction by such authors as Scott, Balzac, Thackeray, Dickens, and Tolstoy. Some attention is given to literary theory, the philosophy of history, and the various authors' historical sources, but the primary focus is on the works themselves. Our discussions should provide a fruitful meeting ground for people with different areas of interest and expertise; non-English majors are welcome.

472 Irish Literature Spring. 4 credits.

M W F 9:05. P. L. Marcus.
An examination of major works of the "Irish Renaissance." The literary texts will be studied in their cultural, political, and historical contexts, including the language movement, the revival of the Celtic past, the agitation for Home Rule, and the War for Independence. Authors will include Joyce, Yeats, Synge, O'Casey, Flann O'Brien.

477 Children's Literature Fall. 4 credits.

T R 2:30–3:45. A. Lurie.
A survey of classic English and American works for children from 1850 to the present. Special topic for 1981. Folklore and fiction. Among the readings are Jacobs, *English Fairy Tales*; MacDonald, *The Princess and the Goblin*; Carroll, *Alice in Wonderland*; Alcott, *Little Women*; Twain, *Tom Sawyer*; Stevenson, *Treasure Island*; Kipling, *The Jungle Books*; Baum, *The Wizard of Oz*; Barrie, *Peter Pan*; Nesbit, *The Five Children and It* or *The Amulet*; Grahame, *The Wind in the Willows*; Milne, *Winnie-the-Pooh*; Tolkien, *The Hobbit*; White, *Charlotte's Web*; L'Engle, *A Wrinkle in Time*.

478 Women and Writing: Wollstonecraft to Woolf (also Women's Studies 478) Fall. 4 credits.

M W F 11:15. M. Jacobus.
The course will focus on works by and about women, clustering in four main areas: Romantics and after (Mary Wollstonecraft, Mary Shelley, Emily Brontë), Victorians (Charlotte Brontë, Tennyson, Elizabeth Barrett Browning), the New Woman Fiction of the 1890s (Hardy, Olive Schreiner, Ibsen), and modernists (Gertrude Stein, Katherine Mansfield, Virginia Woolf). The aim will be twofold: first, to consider questions about women's writing and the representation of women and women's issues; second, to complement an examination of the sexual and political ideology in literature with readings from important feminist documents and with current theoretical work toward a specifically feminist critique.

479 On Reading Women Poets (also Women's Studies 479) Spring. 4 credits.

T R 12:20. S. Siegel.
An examination of the traditional controversy over whether or not reading, writing, and gender are related to one another. Detailed study of the autobiographical, critical, and poetic writings of Amy Lowell, Hilda Doolittle, Marianne Moore, Sylvia Plath, and Adrienne Rich. The seminar will consider salient departures from conventional poetic modes and themes and the pressures each poet has felt to be significant in her attempt to shape herself, her esthetic, and her poetry. Discussion will begin with a specific question which will recur throughout the semester: How would Virginia Woolf have read these poets?

480–481 Seminar in Writing 480, fall; 481, spring. 4 credits. Limited to 15 students. Prerequisites: English 382–383 or 384–385, and permission of instructor.

Fall: W 2:30–4:25. A. Lurie. Spring: T 12:20–2:15. W. Slatoff.

Intended for those writers who have already gained a basic mastery of technique. Students normally enroll for both terms and should be capable of a major project—a collection of stories or poems, a group of personal essays, or perhaps a novel—to be completed by the end of the second semester. Seminars are used for discussions of the students' manuscripts and published works that individual members have found of exceptional value.

488 Writing about Literature Fall. 4 credits. Limited to 15 students.

M W F 10:10. N. Hertz.
This is a class for upperclassmen—preferably seniors—who want more practice writing and who are curious about why people write about literature in the variety of ways they do. Short exercises will be assigned each week and commented upon, but the discussion will focus on the institutional contexts in which writing about literature is produced and consumed and on the relations among various kinds of discourse—classroom talk, literary criticism, literary scholarship, literary theory, et cetera.

489 Poets on Writing (also English 795) Spring. 4 credits.

T R 10:10–11:25. P. Janowitz.
In this course, we will explore, through the comments of outstanding, primarily modern poets, a variety of ideas on the purposes, functions, and possibilities of poetry, as well as on the stance of the poet in relation to language, self, and world. Our goal will be twofold: to expand our understanding of the purposes and possibilities of poetry, and to relate these processes, goals and possibilities to our own aims and practices as creative writers, to broaden our sense of what is possible in our own work. Students will be required to select two texts from the syllabus and to lead seminar discussions of these works; in addition, they will write a final paper (15–20 pages) in which at least one of the readings is related either to aspects of the student's own work, or to another work in the field.

Suggested readings for the course include:

W. C. Williams: "Spring and All;" Keats: *Letters*; Rilke: *Letters to a Young Poet*; W. Stevens: "The Noble Rider and the Sound of Words;" W. B. Yeats: *Letters on Poetry to Dorothy Wellesley*; A. R. Ammons: *Essay on Poetics*; Wordsworth: "Preface to Lyrical Ballads;" Pound: *The ABC of Reading*; G. Stein: *How to Write*; along with pertinent selections from the writings of Jarrell, Kunitz, Rich, Rukeyser, Olson, and others to be decided upon by seminar participants.

491 Honors Seminar I: Modern Poetry: Yeats, Eliot, Ammons Fall. 4 credits.
T R 2:30–3:45. L. Green.

Close readings in these three major modern poets. We will pay particular attention to the poetic and rhetorical stances assumed by the poets *vis-à-vis* myth, history, and nature. Students will be encouraged to develop their own critical responses as we consider similarities and differences in the poetic discourses of the three poets, whose writing and lives cover an historical span between the nineteenth century and the present.

492 Honors Seminar II: The Evolution of the Novel Spring. 4 credits.
T R 12:20–1:35. D. R. Schwarz.

A study of the rise of the novel in the eighteenth century and the development of the novel form in selected works of the nineteenth century. Readings will include *Moll Flanders*, *Tom Jones*, *Clarissa*, *Tristram Shandy*, *Emma*, *Vanity Fair*, *Bleak House*, and *Jude the Obscure*. Some attention will be given to theoretical problems involved in the study of fiction.

493 Honors Essay Tutorial I Fall or spring. 4 credits. Prerequisite: senior standing and permission of the chairperson of the honors committee.
Staff.

494 Honors Essay Tutorial II Fall or spring. 4 credits. Prerequisite: English 493 and permission of the chairperson of the honors committee.
Staff.

495 Independent Study Fall or spring. 2–4 credits. After consulting their major adviser, students should apply to the director of undergraduate studies for permission to take independent study. Permission will be granted only to students who present an acceptable prospectus and who have secured the agreement of a faculty member to serve as supervisor for the project throughout the term.

496 Teaching and Research Fall or spring. 1–2 credits. May not be used in satisfaction of the English major.
Staff.

For students who, with the consent of a professor, assist in the teaching of that professor's course.

Courses Primarily for Graduate Students

Permission of the instructor is a prerequisite for admission to courses numbered in the 600s. These are primarily intended for graduate students, although qualified undergraduates are not excluded. Undergraduates seeking admission to a 600-level course should consult the appropriate instructor. The list of courses given below is illustrative only; a definitive list, together with course descriptions and class meeting times, will be published in a separate department brochure before course enrollment each term.

611 Old English Literature Fall. 4 credits.
R. T. Farrell.

612 Beowulf Spring. 4 credits.
T. D. Hill.

613 Middle English Literature Fall. 4 credits.
R. E. Kaske.

614 Medieval Drama Spring. 4 credits.
B. B. Adams.

615 History of the English Language Spring. 4 credits.
B. B. Adams.

619 Chaucer Spring. 4 credits.
T. D. Hill.

622 Seventeenth-Century Prose Spring. 4 credits.
M. Radzinowicz.

624 Lyric Sequences Fall. 4 credits.
C. Levy.

627 Shakespeare Fall. 4 credits.
E. Fogel.

631 Eighteenth-Century Critical and Intellectual Prose Fall. 4 credits.
D. D. Eddy.

632 The Age of Johnson Spring. 4 credits.
N. Hertz.

634 Restoration and Eighteenth-Century Drama Fall. 4 credits.
L. Brown.

641 Readings in Romanticism (Including the Prelude) Fall. 4 credits.
M. Jacobus.

642 Romantic Masterworks Spring. 4 credits.
M. H. Abrams.

646 Victorian Prose Fall. 4 credits.
P. Sawyer.

653 Emergence of Modernism Fall. 4 credits.
S. Siegel.

654 The 1920s Spring. 4 credits.
P. Marcus.

656 Twentieth-Century Women Novelists Spring. 4 credits.
B. Rosecrance.

660 Political Novel in America Fall. 4 credits.
C. Strout.

663 American Realism Spring. 4 credits.
C. Strout.

665 Classic American Poets Fall. 4 credits.
R. Morgan.

666 Modern American Poets Spring. 4 credits.
E. Fogel.

670 Evolution of the Novel I Fall. 4 credits.
E. Rosenberg.

671 Evolution of the Novel II Spring. 4 credits.
D. Schwarz.

678 Theory of Tragedy Spring. 4 credits.
T. Murray.

Graduate Seminars

Permission of the instructor is a prerequisite for admission to any course numbered in the 700s. Most of these courses may be limited in enrollment at the discretion of the instructor. For course descriptions see the department brochure.

701 Introduction to Research and Scholarly Methods Fall. 2 credits.
S. M. Parrish.

702 Introduction to Criticism and Literary Theory Spring. 2 credits.
J. Culler.

710 Medieval Bibliography Spring. 5 credits.
A. Groos.

712 Research in Old English Fall. 5 credits.
T. Hill.

727 Shakespeare Spring. 5 credits.
H. S. McMillin.

748 Topics in Victorian Poetry Spring. 5 credits.
D. Mermin.

753 Yeats Fall. 5 credits.
J. Stallworthy.

763 James Fall. 5 credits.
J. F. Blackall.

778 George Eliot Spring. 5 credits.
N. Hertz.

780.1 Writing Seminar Fall. 5 credits.
D. McCall.

780.2 Writing Seminar Fall. 5 credits.
K. McClane.

781.1 Writing Seminar: Poetry Spring. 5 credits.
R. Morgan.

781.2 Writing Seminar: Prose Spring. 5 credits.
J. McConkey.

793 Master's Essay Fall or spring. Noncredit.
Staff.

794 Directed Study Fall or spring. 5 credits.
Staff.

795 Group Study Fall or spring. 5 credits.
Staff.

796 Teaching and Research Fall or spring. 5 credits.
Staff.

Related Courses in Other Departments

In addition to courses offered by the Departments of Comparative Literature and Women's Studies and the Africana Studies and Research Center, the following courses will be of particular interest to English majors and graduate students in English.

Comparative Literature

European Epic (Comparative Literature 311)

Medieval Literature (Comparative Literature 343–344)

Modern Drama (Comparative Literature 354)

Introduction to the Culture of the Later Renaissance (Comparative Literature 362)

European Novel (Comparative Literature 363–364)

The Later Eighteenth Century (Comparative Literature 415)

Readings in the New Testament (Comparative Literature 429)

Deconstruction and Literary Criticism (Comparative Literature 681)

French

See Modern Languages, Literatures, and Linguistics, p. 142, and Romance Studies, p. 173.

Geological Sciences

D. L. Turcotte, chairman; A. L. Bloom, director of undergraduate studies; 211 Kimball Hall, 256-5232. S. B. Bachman, W. A. Bassett, J. M. Bird, L. D. Brown, J. L. Cisne, A. K. Gibbs, B. L. Isacks, D. E. Karig, S. Kaufman, R. W. Kay, J. E. Oliver, F. H. T. Rhodes, E. A. Robinson, W. B. Travers

As an intercollege unit, the Department of Geological Sciences has degree programs in both the College of Arts and Sciences and the College of Engineering.

The Major

The prerequisites for admission to a major in geological sciences in the College of Arts and Sciences are two of the two-semester sequences of courses chosen from the following, or their equivalents: Biological Sciences 101-103 and 102-104; Chemistry 207-208, Mathematics 191-192; and Physics 112-213. Geological Sciences 101-102 is recommended, but a student with a strong foundation in mathematics and science may be accepted as a major without completion of 101-102.

Majors take the five core courses in geological sciences, a summer field geology course, six credits of additional course work from geological sciences courses numbered 300 or 400, and a third two-semester sequence chosen from the courses in biological sciences, chemistry, mathematics, and physics listed above, plus an additional course in one of these fields at an intermediate or advanced level.

Core Courses

325	Structural Geology
355	Mineralogy
356	Petrology and Geochemistry
376	Sedimentology and Stratigraphy
388	Geophysics and Geotectonics

Prospective majors should consult one of the following departmental major advisers: W. A. Bassett, 222 Kimball Hall; S. B. Bachman, 213 Kimball Hall; R. Kay, 304A Kimball Hall; J. Oliver, 209 Kimball Hall; A. L. Bloom, 211 Kimball Hall; J. L. Cisne, 308A Kimball Hall, or A. K. Gibbs, 224 Kimball Hall, as early as possible for advice in planning a program. Students majoring in geological sciences may attend the departmental seminars and take advantage of cruises, field trips, and conferences offered through the Department of Geological Sciences.

Courses offered at the 100 and 200 level are open to all students. Certain 300-level courses in geology may be of particular interest to students of chemistry, biology, ecology and physics. Students are encouraged to inquire about courses that interest them at the department office, 210 Kimball Hall.

Honors. An honors program is offered by the Department of Geological Sciences for superior students. Candidates for honors must maintain an overall 3.0 grade point average, a cumulative average of 3.5 in the major, and complete a senior thesis (Geological Sciences 490). Students interested in applying should contact their advisers during the second semester of the junior year.

German Literature

P. Hohendahl, chairperson; H. Deinert, director of undergraduate studies. E. A. Blackall, I. Ezerzgalis, S. L. Gilman, A. Groos, P. W. Nutting.

The Department of German Literature offers courses in German, Yiddish, and Old Icelandic literatures. These courses reflect the heterogeneous composition of the department. They range from close readings of major texts through courses in culture and intellectual history. Major areas of specialization cover the period from the early Middle Ages to the twentieth century with emphasis on the eighteenth and nineteenth centuries. The department often jointly sponsors courses with other departments in the humanities, such as music and the history of art.

For information about majors and courses see Modern Languages, Literatures, and Linguistics, p. 144.

Government

I. Kramnick, chairman; B. R. O'G. Anderson, D. E. Ashford, M. G. Bernal, S. Buck-Morss, W. J. Dannhauser, A. T. Dotson, M. J. Esman, B. Ginsberg, S. Jackson, G. McT. Kahin, M. Katzenstein, P. Katzenstein, E. W. Kelley, E. G. Kenworthy, R. King, P. Leeds, T. J. Lowi, D. Meyers, D. P. Mozingo, T. J. Pempel, G. H. Quester, J. Rabkin, R. H. Rosecrance, M. Rush, L. Scheinman, M. Shefter, S. G. Tarrow, N. T. Uphoff, P. Vaughan

To accommodate new courses or course changes, a supplementary announcement is prepared by the department. Before enrolling in courses or registering each term students are requested to consult the current supplement listing courses in government, available in 125 McGraw Hall.

The Major

For a major in government the following requirements must be completed: (1) three of the following introductory courses: Government 111, 131, 161, 181; (2) a minimum of 24 additional credits in government department courses numbered 300 or above; (3) in related subjects, a minimum of 12 credits selected with the approval of the adviser from courses numbered 300 or above in the Departments of Anthropology, Economics, History, Philosophy, Psychology, and Sociology. S-U options are not allowed for any course taken to fulfill major requirements.

Juniors and seniors majoring in the Department of Government who have superior grade records may apply for supervised study in government with a particular instructor, whose consent is required. Admission is by application only.

Cornell-in-Washington Program. Government majors also have an opportunity to apply to the Cornell-in-Washington program in which students take courses and undertake a closely supervised internship during a fall or spring semester.

European studies concentration. Government majors may elect to group some of their required and optional courses in the area of European studies, drawing from a wide variety of courses in relevant departments. Students are invited to consult Professors P. Katzenstein, Scheinman, and Tarrow for advice concerning course selection, foreign study programs, et cetera.

Honors. A small number of exceptionally well-qualified students are accepted each year in the honors program. Admission is by application and is competitive. Students who wish to be considered must complete an application in the spring semester of their sophomore or junior year. Those who are admitted will register for Government 400. Successful completion of Government 400 entitles the student to write an honors thesis (Government 494, eight credits) in the senior year, provided other requirements have been met. The decision to award honors and in what degree will be based on the

quality of the thesis or paper, the student's record in government courses, and the student's overall record at Cornell. Interested students should consult the supplement available in the departmental office in 125 McGraw Hall. Further inquiries may be addressed to the Director of Undergraduate Studies, 100 McGraw Hall.

Introductory Courses

111 The Government of the United States Fall. 3 credits.

B. Ginsberg and M. Shefter.
An introduction to government through the American experience. Concentration on analysis of the institutions of government and politics as mechanisms of social control.

131 Introduction to Comparative Government and Politics Spring. 3 credits.

M. J. Esman.
A survey of the institutions, processes, and major problems of politics and government in contemporary states. The structures and ideologies of different regimes, the relationships of individuals and groups to the state, the shaping and implementation of public policy, the regulation of political conflict, and the adaptation of political systems to changing conditions.

161 Introduction to Political Theory Fall. 3 credits.

I. Kramnick.
A survey of the development of Western political theory from Plato to the present. Readings from the work of the major theorists; an examination of the relevance of their ideas to contemporary politics.

181 Introduction to International Relations Spring. 3 credits.

R. Rosecrance.
An introduction to the basic concepts and practice of international politics.

Freshman Seminars

100 Freshman Seminars Fall or spring. 3 credits.
Seminars will be offered in both the fall and spring terms. Consult the supplement issued by the department and the Freshman Seminar booklet for course descriptions and instructors.

Major Seminars

300 Major Seminars Fall or spring. 4 credits.
Consult the supplement issued by the department for course descriptions and instructors. Admission by application only. Forms are provided each term for students to indicate their seminar preferences and are available in 125 McGraw Hall. Nonmajors may be admitted upon application but government majors are given priority. Majors are encouraged to take at least one seminar course during the junior or senior year.

The following courses are open to sophomores, juniors, and seniors without prerequisites unless otherwise indicated.

Cornell-in-Washington

Government majors also have an opportunity to apply to the Cornell-in-Washington program in which students take courses and undertake a closely supervised internship during a fall or spring semester.

American Government and Institutions

Government 111 is recommended.

301 The Politics of Regulation Fall. 2 credits.

Course will be open to all, but is recommended for students intending to participate in the Cornell-in-Washington Program.
The primary purpose of this course is to establish for undergraduates who are interested in questions of

public policy, and possibly attracted to the Cornell-in-Washington Program, a seminar on campus which does not require in-depth immersion in a number of other government courses. Students will be expected to attend eight seminars of their own choosing from the ones that IPE and CAPE sponsor each term. They will also be required to meet five times during the term for two hours each as a group in a seminar to discuss key readings in the field of regulation and public policy. Students will be expected to complete a writing project which lays out a particular problem they hope to work on in Washington. Students who decide against spending a term in Washington will write a paper of equivalent length which relates some of the readings they have done to one or two of the seminars by guest speakers.

302 The Impact and Control of Technological Change (also Economics 302 and CRP 440) Spring. 4 credits.

S. Del Sesto.
The role of technology as a factor in social, economic, and political change is examined. Issues, institutions, and mechanisms in the control of technology, particularly environmental regulations, are discussed.

[303 American Democracy and the Limits to Growth] 4 credits. Not offered 1981-82.]

309 Interpretation of American Politics Fall. 4 credits.

R. King.
This course shall attempt to move beyond description of specific institutions and policies to initiate a more theoretical discussion of the general characteristics of the polity that exists in America. The primary theme for the term will concern the joint presence of both capitalism and mass democracy, the different forms this association has taken over time, and the inherent congruities and incongruities between these two basic, constitutive elements.

310 Power and Poverty in America Spring. 4 credits.

R. King.
The United States is a stratified society conspicuous for great disparities in the allocation of income and wealth. Given democratic political institutions, one might have expected substantial popular efforts at redistribution. After reviewing the surprisingly small net fiscal effect of the federal government, we shall turn to explicitly welfare programs, surveying their particular forms and results. The principal goal for the term is to examine poverty policies insofar as they shed light on the conventional social science question: Who rules America? Attention will be given to competing interpretations of the partition of political power, to the modes of organization and participation of the poor, and to conditions necessary for significant readjustments in policy focus.

[311 Urban Politics] 4 credits. Not offered 1981-82.]

312 Urban Affairs Laboratory Fall or spring (if there is a minimum registration of 40 students). 4 credits. Open to both undergraduate and graduate students. Application required to assure balanced enrollment from different colleges and majors. Application available in 125 McGraw of G32 Uris Hall. Course fee, \$20.

P. C. Vaughan.
An interdisciplinary course in urban affairs which emphasizes learning through participation in a complex gaming simulation. Students assume roles of decision makers in a simulated city and test their solutions to environmental, economic, social, and political problems. Issue-related readings and lectures provide complementary theoretical focus.

313 The Nature, Functions, and Limits of Law Spring. 4 credits.

A general education course for students at the sophomore and higher levels. Law is presented not as a body of rules, but as a set of varied techniques for resolving conflicts and dealing with social problems. The roles of courts, legislatures, and administrative agencies in the legal process is analyzed, considering also the constitutional limits on their power and practical limits on their effectiveness. Readings consist mainly of judicial and administrative decisions, statutes and rules, and commentaries on the legal process.

[314 Common Law and Lawyers in America] 4 credits. Not offered 1981-82.]

316 The American Presidency Spring. 4 credits.

A. T. Dotson.
Analysis of the politics of the presidency and the executive branch with emphasis on executive-legislative relations, executive branch policy-making, and the problems of the modern presidency.

317 Political Parties and Elections Spring. 4 credits.

B. Ginsberg.
The relationship between citizen participation and public policy is one of the central questions of democratic politics. This course will focus on American voting behavior, the role of political parties, and the links between citizens' choices at the polls and the behavior of public officials.

318 The American Congress Spring. 4 credits.

M. Shefter.
The role of Congress in the American political system. Topics to be discussed: the political setting within which Congress operates, the structure of Congress, the salient features of the legislative process, and recent congressional behavior in a number of policy areas.

[319 American Political Behavior] 4 credits. Not offered 1981-82.]

[321 Public Policy and Public Revenues] 4 credits. Not offered 1981-82.]

323 The "Fourth" Branch Fall. 4 credits.

A. T. Dotson.
The national administrative branch is examined. Particular attention is given to the constitutional and political problems that result from the rise of administrative power.

327 Civil Liberties in the United States Spring. 4 credits.

J. Rabkin.
An analysis of contemporary issues in civil liberties and civil rights, with emphasis on Supreme Court decisions. Cases are analyzed in terms of democratic theory and the social and political context in which they arose.

328 Constitutional Politics: The United States Supreme Court Fall. 4 credits.

J. Rabkin.
The course investigates the role of the Supreme Court in American politics and government. It traces the historical development of constitutional doctrine and the institutional role the court has played in American politics.

406 Politics of Education Spring. 4 credits.

E. W. Kelley.
Education is simultaneously America's biggest business and the set of formal and informal processes through which skills and values are passed on to the next generation. A topic involving both basic values and so much money must be the subject matter of politics. This course will deal with conflicts about and the politics of education as they occur at both national and state levels. What

(including values) will be taught, to whom; who will benefit from formal education as a vehicle for entry into economic opportunity? What are the powers and restrictions on both state and national government in this area? How does the American system, in particular, its politics, differ from other systems? These and other questions, like the effects of constitutional, electoral, and legislative rules and structures on educational policies, will be considered.

[411 Political and Economic Power in Cities] 4 credits. Not offered 1981-82.]

[412 Size of the State] 4 credits. Not offered 1981-82.]

414 The Administrative State Fall. 4 credits.

J. Rabkin.
The course will examine the problem of how or whether legitimate governmental authority can be distinguished from arbitrary coercion in the modern era of pervasive regulation. It will consider several different theoretical approaches to this problem, as illustrated in the works of modern legal and social theorists, in some landmark cases in the history of American administrative law, and in a representative sampling of modern cases. The course will also look at several case studies of the regulatory process in today's world, suggesting the difficulties of applying—or putting much reliance on—these accepted approaches in actual practice.

[424 Political Change in the United States] 4 credits. Not offered 1981-82.]

[426 Science, Technology, and Public Policy (also B&PA NPA 504)] 4 credits. Not offered 1981-82.]

[428-429 Government and Public Policy: An Introduction to Analysis and Criticism] 4 credits. Not offered 1981-82.]

Comparative Government

Government 131 is recommended.

330 Soviet Union: Politics, Economics, and Culture Fall. 4 credits.

G. Gibian, D. Holloway, and G. Staller.
Interdisciplinary survey of the USSR since the Revolution, with emphasis on contemporary developments.

332 Politics and Society in France and Italy Spring. 4 credits.

S. G. Tarrow.
A comparative treatment of the political traditions, governmental institutions, and policy problems of two countries with deep social cleavages, vigorous multiparty systems, and special connections to the United States. Special attention is given to problems of economic planning and social policy, the role of the communist party in each country, and the place of Italy and France in Europe.

[333 Government and Politics of the Soviet Union] 4 credits. Not offered 1981-82.]

334 Business and Labor in Politics Spring. 4 credits.

T. J. Pempel.
Historically business and labor have been critical elements in shaping the specific politics of most advanced industrial democracies. Land grants to United States railroad magnates, the rotten boroughs in English elections, unionization and class consciousness in continental Europe, the development of social welfare programs, and colonization and imperialism are but a few of the foremost examples. Today such interactions are similarly crucial in such diverse areas as the rise of multinational corporations, immigrant labor, strikes by public-sector employees, racial and class exclusionism in unions, environmental pollution,

consumer protection, and electoral financing. The historical and contemporary roles of business and labor in such areas are examined in different industrialized democracies.

[335 Cuba: Culture and Revolution] 4 credits. Not offered 1981-82.]

336 The Ethnic Dimension in Politics Fall. 4 credits.

M. J. Esman.
The origin, expression, and regulation of political competition and conflicts arising from ethnic, linguistic, racial, and religious pluralism. The political problems of communally divided societies are examined from a comparative perspective. Data are drawn from several countries, including Canada, Malaysia, South Africa, and Yugoslavia, as well as the United States.

[340 Latin American Politics] 4 credits. Not offered 1981-82.]

[341 Society and Politics in Central Europe] 4 credits. Not offered 1981-82.]

[342 Government and Politics of Canada] 4 credits. Not offered 1981-82.]

344 Government and Politics of Southeast Asia Fall. 4 credits.

B. R. O'G. Anderson.
The organization and functioning of the political systems of Southeast Asia is analyzed, with special attention to the problems of postcolonial social and political development.

346 Politics in Contemporary Japan Fall. 4 credits.

T. J. Kempel.
The focus will be on the political, social, and economic delimiters of policymaking in postwar Japan, with some particular attention given to ideological conflict, political parties and elections, the bureaucracy, the consumer movement, student protest, defense policy, and economic penetration of Southeast Asia.

347 Chinese Government and Politics Fall. 4 credits.

D. P. Mozingo.
An examination of the politics of modern China including the breakdown of the traditional order and the revolutionary struggle of the Chinese Communist party. Primary emphasis on the institutions, methods, policies, and problems of the Communist regime since 1949.

[348 Politics of Industrial Societies] 4 credits. Not offered 1981-82.]

349 Political Role of the Military Fall. 4 credits.

B. R. O'G. Anderson.
Comparative study of selected modern states and types of political systems in which the military have played a major role in domestic politics. Attention is given to the social and ideological character of the politicized military and various forms of military government.

350 Comparative Revolutions Fall. 4 credits.

D. P. Mozingo.
An analysis of major revolutionary movements since World War II: their sociopolitical origins, ideology, and organization, with special emphasis on contrasting strategies and roads to power.

351 Democracy in Britain and France Fall. 4 credits.

D. Ashford.
Comparison of municipal and local government policies with particular interest in central controls, municipal reform and local politics in unitary systems of government. The impact of the welfare state on local democracy and participation will be studied as

it relates to regional politics and planning, spending controls, party organization and voluntary organizations. The central question will be how, if at all, local democratic influence is exercised over policymaking at higher levels of government.

[352 The Roots of Greek Civilization (also Near Eastern Studies and College Scholar 346)] 4 credits. Not offered 1981-82.]

[353 Women and Politics (also Women's Studies 353)] 4 credits. Not offered 1981-82.]

[355 From Politics to Policy: The Political Economy of Choice] 4 credits. Not offered 1981-82.]

356 Elites and Society: The Political Economy of Power Spring. 4 credits.

N. T. Uphoff.
For students who have an interest in the nature and uses of power in politics. Consideration of how power has been treated by earlier political thinkers and by contemporary social scientists. Propositions will be formulated and critiqued about the distribution and consequences of power in America, other industrialized societies, and in the Third World, and their implications for the making of public policy. A game-simulation, "Third World Power Play," is undertaken at the end of the course.

[357 Political Development in Western Europe] 4 credits. Not offered 1981-82.]

[358 Politics of the Middle East] 4 credits. Not offered 1981-82.]

365 Social Movements and Politics in Industrial Societies 4 credits. Fall.

S. G. Tarrow.
Studies of historical and contemporary social movements and left-wing parties in Western Europe and the United States, with an emphasis on the relations between movement strategies, between political alliances and policy outcomes.

[430 The Politics of Productivity: Germany and Japan] 4 credits. Not offered 1981-82.]

[435 Politics of Decentralization and Local Reform] 4 credits. Not offered 1981-82.]

[446 Comparative Communism] 4 credits. Not offered 1981-82.]

456 Policymaking in Britain and France Spring. 4 credits.

D. Ashford.
Historical and contemporary efforts to shape the social, economic, and institutional forces within unitary governments. The major problems to be considered are control of the bureaucracy, economic planning, industrial relations and trade unions, devolution and regional movements, race and migrant labor policies. The central issue will be who makes policy in the European welfare state.

[459 Politics in Contemporary Europe: The Politics of the Left] 4 credits. Not offered 1981-82.]

Political Theory

Government 161 is recommended.

361 Modern Ideologies: Liberalism and Its Critics Spring. 4 credits.

I. Kramnick.
Since the rise of capitalism, one political ideology has been dominant in the Western world—liberalism. However, its hegemony has been questioned by a series of critics: democracy, socialism, anarchism, conservatism, Freudianism, and feminism. This course will study the tensions between liberalism and these critics and speculate on the possible survival or extinction of this venerable and very American ideology.

[363 Classics in Political Thought] 4 credits. Not offered 1981-82.]

364 Liberty, Equality, and the Social Order Spring. 4 credits.

D. Meyers.
We consider the accounts of liberty and equality provided by several major political philosophers, including Hobbes, Locke, Rousseau, and Mill and we examine their proposals for embodying these concepts in political institutions. We will also read recent discussions of these issues.

[367 The Logic of Liberalism] 4 credits. Not offered 1981-82.]

368 Economic Models of Politics Spring. 4 credits.

E. W. Kelley.
Economic factors influencing the structure of political systems and economic models of such systems are considered. The rationalistic presumptions underlying some such models are introduced and modified. Applications to enduring policy arenas may be made.

[373 Feminist Political Thought] 4 credits. Not offered 1981-82.]

[375 American Political Thought] 4 credits. Not offered 1981-82.]

[376 Marx] 4 credits. Not offered 1981-82.]

379 Freud Fall. 4 credits.

S. Buck-Morss.
Analysis of Freud's own writings on psychological and social theory, clinical practice, and analytic method. Consideration of the political implications of these texts and their philosophical contribution. Critical discussion of post-Freudian revisions of the theory, including Left Freudianism, ego-psychology, and radical feminism.

466 The Repressed Feminine in the Writings of Marx Fall. 4 credits.

S. Buck-Morss.
An analysis of language, sexuality, and power.

467 Current Topics in Political Philosophy (also Women's Studies 467) Fall. 4 credits.

D. Meyers.
This course will explore the philosophical dimensions of current political issues. Topics will vary but could include equal opportunity, capital punishment, free speech, and the like. Emphasis will be placed on careful analysis of issues and methods of normative justification. The topics for fall 1981 will be equal opportunity and civil disobedience. In considering equal opportunity, we will study alternative approaches to justice, the wrong of discrimination, the idea of social responsibility, and the justifiability of different programs aiming to compensate for past discrimination. In exploring the problem of civil disobedience, we will ask what is the basis of political authority, why we are obligated to obey the law, what is the difference between civil disobedience and rebellion, and how civil disobedience can be justified.

International Relations

Government 181 is recommended.

382 Integration in the World System Fall. 4 credits.

S. Jackson.
This seminar explores theories of interdependence, regional integration, and dependency as particular applications of the generalized concept of integration in the world system. Readings include works by Deutsch, Haas, Keohane, Nye, Lenin, Cardoso.

[383 Theories of International Relations] 4 credits. Not offered 1981-82.]

[384 Defense Policy and Arms Control] 4 credits. Not offered 1981-82.]

385 Contemporary American Foreign Policy Spring. 4 credits.

S. Jackson.

An analysis of the dilemmas that have confronted American foreign policy since 1945, both specific problems and more general questions of capabilities, priorities, and morality.

386 Structure and Process in the Global Political Economy Spring. 4 credits.

S. Jackson.

We will examine the global structures and transnational processes which constrain and condition economic development. We will look at global structures through the operations of multinational corporations, international trade, and world debt. We will look at transnational decision making at the nongovernmental, official bilateral, and official multilateral level, including such actors as governments, the United Nations Conference on Trade and Development, and the Roman Catholic Church, with an emphasis on North-South relations.

[387 The United States and Asia 4 credits. Not offered 1981-82.]**389 International Law** Spring. 4 credits.

L. Scheinman.

Characteristics of international law: its theoretical foundations, principles, processes, and relationship to international politics. Emphasis on law-in-action. Attention to both traditional problems (intervention, coercion, the scope and limits of adjudication) and contemporary trends and processes (arms control, outer space, exploitation of seabed resources, the individual in international law, and cooperative patterns of socioeconomic relations at global and regional level). Content may vary according to international events.

390 The Foreign Policy of China Spring. 4 credits.

D. P. Mozingo.

An analysis of Chinese concepts of foreign relations and the policymaking process in the People's Republic of China. Emphasis is on such topics as the contemporary Chinese view of their position in the international community and a comparison of the making and implementation of contemporary Chinese policies with respect to such areas as the Soviet bloc, Afro-Asian countries, and the West.

478 Accumulation on a World Scale Fall. 4 credits.

S. Jackson.

In *Accumulation on a World Scale*, Samir Amin has developed the nearest thing to comprehensive explanation for underdevelopment in the periphery of the world system to emerge from recent critical theorists of global political economy. In this course, we will examine Amin chapter by chapter, looking at the growing body of systematic evidence relevant to an evaluation of Amin's theory.

479 Dependencia and the State Spring. 4 credits.

S. Jackson.

In the first half of this course, we will examine closely a sampling of the principal theoretical and empirical works that seek to explain the constraints on and possibilities for state action in dependent societies. We will focus particularly on those factors arising directly from the location of countries in the global system, including the role of multinational corporations, the World Bank, and military aid. In the second half of the course, each student will select and complete a research project on a question related to dependencia and the state. We will operate as a research workshop to define, guide, present, and critique the research being done by each member of the workshop.

[480 Foreign Economic Policies of Advanced Industrial Societies 4 credits. Not offered 1981-82.]**481 Foreign Policy of the USSR** Spring. 4 credits.

An analysis of Soviet foreign policy, as it developed out of the revolution and accommodated to the prevailing international system, with a focus on the period since 1945. Particular topics include causes and prospects of the cold war, impact of nuclear weapons on Soviet defense and foreign policy, and sources and goals of Soviet hegemony in East Europe, causes of the dispute with China, and impact of domestic politics on the formation of foreign policy.

[482 Imperialism and Dependency 4 credits. Not offered 1981-82.]**[483 Political and Economic Interdependence** 4 credits. Not offered 1981-82.]**[485 Logic and Methods of Research in International Relations** 4 credits. Not offered 1981-82.]**Political Methodology****[391 Human and Social Statistics** 4 credits. Not offered 1981-82.]**Honors Courses****400 Honors Seminar: Political Analysis** Fall. 4 credits. Limited to honors students.

M. Shefter.

494 Honors Thesis Fall or spring. 8 credits.

In their senior year, honors students will be required to take Government 494, in which they will prepare and write an honors thesis—an extended piece of original independent research. Before the end of the semester that precedes the semester in which the thesis is to be written, each participant must submit an approved proposal to the department office. Proposal forms may be obtained from the undergraduate secretary in 125 McGraw Hall. Honors theses are given to a second reader for evaluation and students are examined orally on their work by the two faculty members involved. In cases where students feel the need for a period of preparatory work before undertaking an honors thesis, they may make use of the option available under Government 499.

Supervised Study

Except under very unusual circumstances supervised study, Government 499, is open only to government majors doing superior work in the major. The application form may be obtained in 125 McGraw Hall and must be approved by the Director of Undergraduate Studies for credit to be granted. There is no limit established for the total number of credits in 499 a government major may take while at Cornell, but he or she may count no more than 4 credits toward fulfillment of the major. Students who wish to continue taking Government 499 for more than one semester must select a new theme or subject each semester, and applicants must present a well-defined program of study that cannot be satisfied by taking regular courses. Credit can be given only for work that results in a satisfactory amount of writing. Emphasis is on the capacity to subject a body of related readings to analysis and criticism. The permission of the instructor is required.

499 Readings Fall or spring. 1-4 credits.

Staff.

Graduate Seminars

Qualified undergraduates are encouraged to apply for seminars listed with 600 course numbers. Consult the supplement which lists graduate courses, available in the department office.

Field Seminars**601 Scope and Method of Political Analysis**

Spring. 4 credits.

P. G. Leeds, R. Rosecrance.

This seminar offers an overview of the main problem areas and theoretical orientations in the four subfields of contemporary political analysis: political theory, American politics, comparative politics, and international relations. Selected topics, including questions of research design, are treated through a reading of the best contemporary literature. The broad issues of the philosophy of social science or specific techniques of analysis may also be addressed.

[602 Field Seminar in Methodology 4 credits. Not offered 1981-82.]**603 Field Seminar in American Politics** Fall. 4 credits.

B. Ginsberg.

The basic issues and institutions of American government and the various subfields of American politics are introduced. The focus is on substantive information and theoretical analysis and problems of teaching and research.

604 Field Seminar in Public Policy Spring. 4 credits.

D. Ashford.

An introduction to the study of public policy. Various analytical approaches will be presented: models of public choice and political economy; analysis of bureaucratic politics, executive and political leadership, and interest groups and public opinion; economic analysis of public finance and welfare economics; and organization theory, game theory, and decision theory as these relate to the analysis of public policy formation and applications.

605 Field Seminar in Comparative Politics Spring. 4 credits.

B. Anderson.

An introduction to selected theoretical problems in the study of comparative politics and to their application in empirical analysis. Basic problems are social class and politics; authority and legitimacy; participation and mobilization; economic development and democracy; authoritarian and totalitarian politics; corporatism and pluralism; nation building and political integration.

606 Field Seminar in International Relations Fall. 4 credits.

L. Scheinman.

A general survey of the literature and propositions of the international relations field. Criteria are developed for judging theoretical propositions and are applied to the major findings. Participants will be expected to do extensive reading in the literature as well as research.

607 Field Seminar in Political Thought Fall. 4 credits.

I. Kramnick.

An introduction to political theory through a reading of selected classics in political thought from Plato to Marx.

American Government and Institutions**[618 American Political Behavior** 4 credits. Not offered 1981-82.]**[621 Elections and Public Policy** 4 credits. Not offered 1981-82.]**623 Capitalism, the State, and the Economy** Spring. 4 credits.

R. King.

This seminar will seek to investigate problems of state and economy on two related levels. First, how does the location of the United States federal government within a capitalist society affect our understanding of

its forms and policies? Second, in what sorts of conjunctions, productive and political, does that government intervene into the 'private' economy, affecting rates of profitability and growth, the selective allocation of benefits, and even the very structure of industry? Readings will be principally drawn from contemporary Marxist theory and from empirical works on the American political economy.

Public Policy

628 Politics of Technical Decisions I (also B&PA NPA 515 and CRP 541) Fall. 4 credits.

D. Nelkin.
Political aspects of decision making in areas traditionally regarded as technical. Subjects include the origins and characteristics of 'technical politics,' the role of experts in government, and the problem of expertise in a democratic system. Alternatives to current decision-making procedures are explored.

629 Politics of Technical Decision II (also B&PA NPA 516 and CRP 542) 4 credits. Not offered 1981-82.]

Comparative Government

636 Political Development of the European Welfare State Fall. 4 credits.

D. Ashford.
An analysis of the development of the European welfare state, primarily in its various forms in Britain, France, West Germany, and Sweden. Roughly a third of the time will be devoted to an historical analysis of how social, economic, and political factors influenced the early definitions of the goals of the welfare state as well as the procedures and programs each country found appropriate. Consideration will then be given to the various explanations for the more rapid development since World War I: industrialization, class politics, ideology, and partisan politics. The last portion of the course deals with the more recent problems of financing and distributing social benefits and public assistance under pressures to reduce social spending, as well as the theory and concepts of comparative analysis of the advanced welfare state.

637 Comparative Theories of Decentralization Fall. 4 credits. Not offered 1981-82.]

639 Politics of the Soviet Union 4 credits. Not offered 1981-82.]

642 The Politics of Communalism Fall. 4 credits

M. J. Esman.
A review, analysis, and evaluation of the major theoretical literature on the genesis, expression and management of political conflict resulting from ethnic, religious, racial, and linguistic pluralism.

645 Politics of China 4 credits. Not offered 1981-82.]

647 Political Anthropology: Indonesia (also Anthropology 628) Spring. 4 credits. Prerequisite: reading knowledge of Indonesian.

B. R. O'G. Anderson, J. T. Siegel.
The relationship of politics to culture is studied through the works of such authors as Ivan Simatupang, Pramodya Ananta Toer, and Armijn Pané.

648 Political Economy of Change: Rural Development in the Third World Fall. 4 credits.

N. T. Uphoff.
The substantive focus is on economic, social, and political change in Third World countries, particularly with reference to rural development. The analytical approach integrates economic, social, and political factors into a common framework for dealing with policy choices and political action. Special attention is given to different instruments for promoting rural development in Third World countries.

651 Readings from Mao Zedong 4 credits. Not offered 1981-82.]

652 Political Problems of Southeast Asia 4 credits. Not offered 1981-82.]

655 Latin American Society and Politics 4 credits. Not offered 1981-82.]

656 Comparative Institutions and the Welfare State 4 credits. Not offered 1981-82.]

659 Politics in Postwar Western Europe Fall. 4 credits.

S. G. Tarrow.
This course is a survey of the post-World War II European political systems, which will use some major approaches to the politics of advanced industrial democracies to analyze the main periods and problems of postwar European politics. The periods and topics covered are Reconstruction, the transition to mass democracy and the growth of the welfare state; mature party-systems, neocorporatism and the 'end' of ideology; the resurgence of class conflict, party dealignment and 'post-industrial' cleavages; no-growth politics, realignment and attacks on the welfare state. Students will prepare critical review essays on particular theoretical problems or on particular countries in Western Europe.

660 Research Topics on Advanced Industrial Democracies: Social Movements, Collective Protest, and Policy Innovation Spring. 4 credits

S. G. Tarrow.
Students will read and carry out case studies on historical or contemporary West European and American protest movements, their programs and the responses—whether repressive or policy-innovative—of political elites. Theories of collective action and resource mobilization will be studied and used in explicating cases.

Political Theory

665 American Political Thought 4 credits. Not offered 1981-82.]

666 The Political Philosophy of Nietzsche 4 credits. Not offered 1981-82.]

667 Philosophical Foundations of Contemporary Politics 4 credits. Not offered 1981-82.]

668 Foundations of English Liberation 4 credits. Not offered 1981-82.]

669 Modern Social Theory Fall. 4 credits

S. Buck-Morss.
Readings from Marx, Weber, and Simmel on modern society and consciousness, with an emphasis on the political implications of method.

670 Toward a Feminist Social Theory 4 credits. Not offered 1981-82.]

673 Economic Models of Politics Spring. 4 credits.

E. W. Kelley.
Both economic factors influencing the structures of political systems and economic models of such systems are considered. The rationalistic presumptions underlying such models are introduced and modified. Applications to enduring policy arenas may be made.

678 Greek Political Philosophy 4 credits. Not offered 1981-82.]

International Relations

686 International Strategy 4 credits. Not offered 1981-82.]

687 International Relations of Asia Spring. 4 credits.

G. McT. Kahin.
American Southeast Asian policies: their genesis, character, impact, and long-term consequences. Elements involved in the formation of American policies toward Southeast Asia by the several postwar administrations (Truman through Carter) including international factors and American domestic politics. The ways in which these policies have been applied and their influence on political forces within the countries of Southeast Asia and upon American policies towards other countries.

692 The Administration of Agricultural and Rural Development Spring. 4 credits.

M. Esman, N. Uphoff.
The political, bureaucratic, economic, and technical environments of administration for agricultural and rural development; the various functions involved in administration (personnel management, planning, budgeting, economic analysis, information systems); several major tasks (research, extension, services, and infrastructure development), and specific problems of integrating activities, interfacing with rural populations, and utilizing external assistance. Intended primarily for persons who expect to have some future responsibilities in agricultural or rural development administration in Third World countries.

Greek

See Department of Classics, p. 106.

Hebrew

See Department of Near Eastern Studies, p. 159.

Hindi-Urdu

See Modern Languages, Literatures, and Linguistics, p. 140.

History

R. L. Moore, chairman; I. V. Hull, director of undergraduate studies; 323 McGraw Hall, 256-3359.
D. A. Baugh, A. H. Bernstein, S. Blumin, S. G. Cochran, T. H. Holloway, C. Holmes, J. J. John, M. Kammen, S. L. Kaplan, J. V. Koschmann, D. C. LaCapra, W. F. LaFeber, J. M. Najemy, M. B. Norton, C. A. Peterson, W. M. Pintner, R. Polenber, W. B. Provine, J. H. Silbey, F. Somkin, B. Strauss, B. Tierney, D. Usner, J. Weiss, L. P. Williams, O. W. Wolters, D. K. Wyatt

The popularity of history among Cornell students is due to its usefulness as preparation for graduate, professional, or law school and for any career that requires critical thinking and good writing; the reputation of the faculty for scholarship, teaching, and advising; and, most of all, the intrinsic interest of the discipline. A wide variety of introductory and advanced courses are offered. The department is particularly strong in ancient, medieval, and modern European history; in American, Latin American, Chinese, and southeast Asian history, and in the history of science.

The Major

To complete the history major, a student must fulfill the requirements listed below:

- 1) Complete the prerequisite requirement by taking either the Introduction to Western Civilization (History 151-152) or the Introduction to Asian

Civilization (History 190–191), or alternatively, three courses in European history—one in ancient history; one in medieval, Renaissance, or early modern history; and one in modern history.

- 2) Take history department courses totalling 36 credits (which may include the prerequisite courses) and complete all these courses with a grade of C or better—of the 36 credits, a minimum of 20 must be taken in courses numbered 250 and above.
- 3) Take a minimum of 8 credits in each of two of the following fields: American, European, Asian, Latin American, history of science; alternatively, a student may elect to take a total of 16 credits in three of these fields. Credits taken to fulfill the prerequisite requirement (see item 1, above) do not count toward this requirement.
- 4) Take at least one course at the advanced (400 or higher) level.
- 5) Take two courses above the elementary level offered by other departments that relate to the student's area of special interest.

Prospective majors may wish to discuss their projected program with the director of undergraduate studies before formally enrolling with the department.

Honors. History majors with an overall B+ average in all their history courses are eligible to enroll in History 400, the Honors Proseminar, which is normally taken in the junior year or, at the latest, in the fall of senior year. (Honors candidates are strongly encouraged to take another 400-level seminar during their junior year.) Upon successful completion of the proseminar, students may become candidates for the degree of Bachelor of Arts with honors in history by submitting to a prospective faculty adviser a written thesis proposal delineating the general area of inquiry for an honors essay and having the proposal approved by the adviser. The proposal should be submitted as soon as possible after the completion of History 400, normally during the junior year or at the beginning of the senior year.

After acceptance of the proposal by an adviser, honors candidates should then enroll with their advisers in History 302, Supervised Research, during the first term of their senior year. History 302 is a four-credit course which permits honors candidates to conduct research and to begin writing the honors essay. At the end of the first semester of the senior year, as part of the requirements for History 302, the student will submit to his or her adviser a ten to fifteen page overview of the entire thesis or a draft of some substantial section of the thesis and will undergo an oral examination on the broad field of history which the student researched. The examination will be administered by a committee consisting of the student's adviser and one other department member, who will eventually serve as a reader of the thesis. The committee will then recommend whether the student may proceed to enroll in History 401, Honors Guidance, during the final semester of senior year. History 401 is a 4-credit course that permits honors candidates to complete the honors essay and to prepare both to defend the essay and to demonstrate their understanding of the general historical interests they have pursued within the major. Students who do not take History 400 in their junior year must submit both the thesis proposal and the prospectus by the end of the fall semester of their senior year in order to be eligible to enroll in History 401 by their final semester.

Honors candidates must complete a minimum of 40 credits in history, 8 of which must be History 400–401. The completed thesis will be examined by three readers, including the two faculty members who administered the preliminary oral examination.

The text of the honors essay may not exceed sixty pages except by permission of the chairperson of the honors committee and the student's adviser. Two copies will be due during the third week of April. In May each honors candidate will be given an oral examination administered by the major adviser and

one or both of the essay readers. The examination will focus on the specific issues of the essay as well as the broad field of history in which the student has concentrated his or her research (e.g. Periclean Athens, seventeenth-century science, nineteenth-century America).

To qualify for a Bachelor of Arts degree with honors in history, a student must (1) sustain at least a B+ cumulative average in all history courses; and (2) earn at least a *cum laude* grade on the honors essay and on the oral examination.

Students considering the honors program should consult Professor Wyatt during the second term of their sophomore year or early in their junior year.

Freshman Seminars

105 The Growth of Political Democracy in the United States Spring. 3 credits.

M 3:30. J. H. Silbey.
An examination of the democratization of American political life since the American Revolution. Such topics as the expansion of white, black, and women's suffrage and the changing concepts of participation and leadership in American politics will be explored. A number of books and documents covering the topic will be read and discussed and several short papers written.

[107 The Family in American History Spring. M. B. Norton. Not offered 1981–82.]

108 Civil Liberties in the United States Fall. 3 credits. Prerequisite: permission of the instructor.
T R 2:30–3:45. R. Polenberg.
Freedom of speech and dissent from Jefferson's time to the present, with emphasis on the twentieth century. Topics include Jefferson and Burr, Lincoln and martial law; war and the Supreme Court; the ACLU and the New Deal; the relocation of Japanese Americans; the cold war and McCarthyism; religious cults and 'brainwashing'; censorship and obscenity; John Milton, John Stuart Mill, and the critique of libertarianism.

112 The North Atlantic Community and the Wider World Fall. 3 credits.

T 2:30–4:30. T. H. Holloway.
The relationship between the attitudes and values of Europeans and the emergence of the global economic and political network since the Age of Discovery. The voyages of exploration, commercial expansion, and the consolidation and dissolution of modern empires are considered. Texts contemporaneous with these periods will be read and discussed to explore ways members of the North Atlantic community have explained and justified their emerging world influence in religious, racial, technological, and cultural terms.

114 Seminar on American Foreign Policy Spring. 3 credits. Open to freshmen and sophomores. Limited to 12 students; preference will be given to those who are not history majors. Prerequisite: permission of instructor.

T 1:25–3:20. W. LaFeber.
The seminar will examine a contemporary American foreign policy problem, analyzing its various parts and charting the possible alternatives open to policymakers by placing the problem in its historical framework and using in part, the methods of comparative history. History will be used as a tool to analyze the complexities and opportunities of present foreign policy dilemmas.

119 History of North American Indians Spring. 4 credits.

R 1:25–3:20. D. H. Usner.
This seminar examines major themes in Native American history from colonial times to the present. Discussions will consider the cultural histories of particular tribes as well as the comparative elements of Indian relations with non-Indians.

[146 America in the Camera's Eye Spring. R. L. Moore. Not offered 1981–82.]

151–152 Introduction to Western Civilization

151, fall; 152, spring. 4 credits each term. History 151 is not a prerequisite to 152. Either term or both may be used to fulfill the Freshman Seminar requirement.

Fall: T R 9:05, plus disc to be arranged. C. Holmes.
Spring: T R 9:05, plus disc to be arranged, L. P. Williams.

A survey of European history, History 151 covers antiquity to the Reformation; 152 spans the sixteenth century to the present day. The major political and social developments and the intellectual heritage of the West are both studied. A considerable portion of the reading is drawn from contemporary sources.

161 The Heroic Ideal in Ancient Literature Fall. 3 credits.

M W 2:30–3:45. B. Strauss.
An examination of one of the outstanding figures of ancient literature: the hero. The course studies the origin and growth of the heroic ideal in four civilizations: Mesopotamia, Israel, Greece, and Rome. We will consider the differences between each civilization's conception of heroism, what these differences indicate more generally about each civilization's spirit and values, and the lessons of ancient heroism for modern times. Readings in translation from the Epic of Gilgamesh, the Bible, Homer, Aeschylus, Sophocles, Plato, Virgil.

[171 Revolution and Russian Society W. M. Pintner. Not offered 1981–82.]

174 Foodways: A Social History of Food and Eating Fall. 3 credits.

M 2:30–4:30. S. L. Kaplan.
An interdisciplinary examination of the validity of the adage "man is what he eats." Among the topics: food and nutrition; food and social structure; the politics of food control; food and modernization; taste making; and food in religion and literature. Illustrative examples are drawn from throughout history, from ancient Egypt to the present.

176 Britain and the Second World War Spring. 3 credits. Prerequisite: permission of instructor. Open to freshmen and sophomores.

R 2:30–4:30. Freshman seminar students must have T 3:35 available for writing class. D. A. Baugh.
The aim is to uncover the true facts of Britain's conduct and situation from 1936 to 1946. Emphasis is on the fighting on land, sea, and in the air, but preparedness, economic warfare, diplomacy, and imperial power are considered. Topics include the Battle of Britain, the Battle of the Atlantic, and strategic bombing.

192 Japan and the West Fall. 3 credits. Prerequisite: permission of instructor.

M W 1:25. J. V. Koschmann.
Fall 1981 topic: The Japanese in World War II. An examination of the war from the perspective of the Japanese, touching on rationales for pursuing it, the wartime experiences of ordinary Japanese, the impact of American bombing, and aspects of the war crime trials.

193 China and the West Before Imperialism

Spring. 3 credits. Open to freshmen and sophomores. Prerequisite: permission of instructor.

T R 1:25. C. A. Peterson.
What accounts for the first great passion for things Chinese in the West in the seventeenth and eighteenth centuries, and then its recession before the waves of imperialism? This seminar explores this question, tracing the China vogue in thought, literature, art, and the crafts, and making reference to actual circumstances in the China of the day.

[194 Chinese Views of Themselves Spring. S. Cochran. Not offered 1981–82.]

Underclass Seminars

220 English Constitutional History to 1600 Fall. 4 credits. Prerequisite: permission of instructor. M W 9:05. F. G. Marcham.

A study of Anglo-Saxon law and government; Norman administrative and legal ideas as they relate to monarchy and feudalism; evolution of central government under Henry II; Magna Carta; the evolution of Parliament and the central court system. Examination of laws, charters, royal decrees, financial records, and parliamentary documents, all in translation. Reading and discussion focuses on original documents; occasional lectures supply political narrative.

221 English Constitutional History, 1600 to the Present Spring. 4 credits. Prerequisite: permission of instructor. M W 9:05. F. G. Marcham.

A study of the Tudor monarchy; constitutional conflicts of the seventeenth century; the Glorious Revolution; evolution of cabinet government; general governmental reform of the nineteenth century; twentieth-century democracy, the welfare state, and a nationalized economy. Statutes, parliamentary debates, court decisions, and the reports of commissions are examined. Reading is in original documents; occasional lectures supply political narrative.

225 Public Life and Literature in Nineteenth-Century Great Britain Fall. 4 credits. Prerequisite: permission of instructor. T R 9:05. F. G. Marcham.

British political, constitutional, economic, and imperial history are studied in the light of Victorian prose, poetry, and drama. History and literature are both considered; history through lectures and discussions of constitutional documents; literature through comment upon readings. Authors assigned include Macaulay, Carlyle, Tennyson, Mill, Darwin, Huxley, Gilbert and Sullivan, and Shaw.

226 Public Life and Literature in Twentieth-Century Great Britain Spring. 4 credits. Prerequisite: permission of instructor. T R 9:05. F. G. Marcham.

A study of British political, social, and constitutional history is paralleled by the reading of plays. Both history and literature are considered. The development of parliamentary democracy in Great Britain, the consequences for her of the two world wars, the emergence of the welfare state, the application to the economy of nationalization, and Great Britain's withdrawal from imperialism are presented. Among the writers read and discussed are Shaw, Barrie, Maugham, O'Casey, Sherrif, and Eliot.

[232 Urban Problems and Policy in Historical Perspective Spring. S. Blumin. Not offered 1981-82; next offered 1982-83.]

Comparative History

[300 Early Warfare, East and West Fall. C. A. Peterson. Not offered 1981-82; next offered 1982-83.]

[407 Death in Past Time Spring. S. L. Kaplan. Not offered 1981-82.]

[449 Comparative Slave Systems in the Americas Fall. T. H. Holloway and M. B. Norton. Not offered 1981-82.]

History of Science

[281-282 Science in Western Civilization 281, fall; 282, spring. L. P. Williams. Not offered 1981-82.]

[284 Undergraduate Seminar in the History of Biology (also Biological Sciences 204 and College Scholar 284) W. Provine. Not offered 1981-1982.]

287-288 History of Biology (also Biological Sciences 201-202) 287, fall; 288, spring. 3 credits each term. Prerequisite: one year of introductory biology. 287 is not prerequisite to 288. T R 10:10-11:30. W. Provine.

An examination of the history of biology, emphasizing the interaction of biology and culture. Original writings of biologists constitute the bulk of reading assignments. The fall semester covers the period from classical antiquity to 1900. The spring semester is devoted entirely to twentieth-century biology.

[380 Social History of Western Technology J. Weiss. Not offered 1981-82; next offered 1983.]

385 Problems in the History of Biology Fall. 4 credits. No prerequisites. T 2:30-4:25. W. B. Provine.

Mechanism, design, and ethics in relation to the development of modern biology.

386 Problems in the History of Biology Spring. 4 credits. Prerequisite: elementary knowledge of evolutionary biology and genetics. T 2:30-4:25. W. B. Provine.

The evolutionary synthesis. An examination of the grand synthesis in evolutionary biology in the 1930s and 1940s, including its origins and present status.

[481-482 Science in Classical Antiquity L. P. Williams. Not offered 1981-82.]

680 Seminar in the History of Nineteenth-Century Physical Science Spring. 4 credits. Hours to be arranged. L. P. Williams.

American History

[201 Introduction to American History: From the Beginning to 1865 Fall. F. Somkin. Not offered 1981-82.]

[202 Introduction to American History: From the Civil War to Recent Times Spring. F. Somkin. Not offered 1981-82.]

275 Crime and Punishment: From the Puritans to Mickey Spillane Spring. 4 credits. Limited to 25 students. No prerequisites. R 2:30-4:25. F. Somkin.

A reading discussion course. Social sanctions and the transgressor will be examined in selected novels and other materials. Texts include fiction by Hawthorne, Cooper, Stowe, Melville, Van T. Clark, Cain, Hammett, and Chandler.

[311-312 The Structure of American Political History 311, fall; 312, spring. Offered alternate years. J. H. Silbey. Not offered 1981-82; next offered 1982-83.]

313-314 History of American Foreign Policy 313, fall; 314, spring. 4 credits each term. T R S 11:15. W. LaFeber.

History 313 examines policy and policy makers from Ben Franklin to Woodrow Wilson; 314 covers Wilson to Carter. Emphasis is placed on domestic events that shaped foreign policy.

[316 Puritanism, the Enlightenment, and the Republic: American Cultural and Intellectual History to 1820 Fall. F. Somkin. Not offered 1981-82.]

317 American Civilization: The Nineteenth Century Spring. 4 credits. No prerequisites, but basic knowledge of American history recommended. M W F 1:25. F. Somkin.

Ideas, thinkers, feeling, and expression from the Age of Reason to the edge of anxiety. Topics include the contradiction between ideals and reality, the

individual and society; Mormonism; temperance, women's rights, communitarianism, and antisavery; Darwinism; the Gospel of Wealth; the rise of originality and radicalism in art, architecture, literature, and social thought.

318 American Constitutional Development Spring. 4 credits. M W F 9:05. M. B. Norton.

A study of the major themes of the constitutional history of the United States. Among the topics to be considered are the drafting of the Constitution, the Marshall and Taney courts, civil rights decisions of the nineteenth century, the rise of substantive due process, and the Warren court.

321 The Origins of American Civilization Spring. 4 credits. M W F 1:25. M. Kammen.

The colonial genesis of American culture and society, with emphasis upon the emergence of distinctive institutions, attitudes, and social patterns. Topics include race relations, religion, politics, movements of protest, and cultural developments.

323-324 Native American History 323, fall; 324, spring. 4 credits each term. M W F 12:20. D. H. Usner.

A survey of North American Indians from the beginnings of European contact to the present. Cultural, political, and economic changes experienced by particular societies will be covered. Emphasis given to general themes of Indian-White relations, comparative tribal histories, and the role of Native Americans in the overall history of the United States.

325 Age of the American Revolution, 1763-1815 Fall. 4 credits. T R 8:30-9:55. M. B. Norton.

An examination of the process by which the thirteen English colonies became an independent and united nation, with emphasis on political thought and practice, social and economic change, and cultural development.

[326 Women in the American Society, Past and Present Spring. M. B. Norton. Not offered 1981-82; next offered 1982-83.]

330 The United States in the Middle Period, 1815-1850 Fall. 4 credits. M W F 1:25. disc to be arranged. J. H. Silbey.

An analysis of American society from the end of the second war with England to the crisis of 1850, stressing the developing trends of nationalism and sectionalism, the rise and results of Jacksonian democracy, and the internal tensions produced by physical growth and slavery.

331 The American Civil War and Reconstruction Spring. 4 credits. M W F 1:25. disc to be arranged. J. H. Silbey.

An analysis of the factors leading up to the breakup of the Union, the impact of the war in North and South, and the problems of restoration and reconstruction of the seceded states.

[332-333 The Urbanization of American Society S. Blumin. Not offered 1981-82; next offered 1982-83.]

[336-337 American Social History S. Blumin. Not offered 1981-82; next offered 1983-84.]

[340-341 Recent American History, 1920 to the Present R. Polenberg. Not offered 1981-82; next offered 1982-83.]

345 The Modernization of the American Mind Fall. 4 credits. M W F 11:15. disc to be arranged. R. L. Moore.

American thought and culture from 1890 to the present. Course emphasizes the intellectual impact of

major political and economic events and the adaptation of social ideas and values to new conditions.

346 Major Themes in American Religious History Spring. 4 credits.

M W 11:15; disc to be arranged. R. L. Moore.
An examination of the impact of American religions upon American culture and politics from Massachusetts Bay to the Civil War. Major topics include the puritans and American Calvinism, religion and the American Revolution, the evangelical movement and the antebellum political order, and the cultural meaning of religious diversity.

[411 Undergraduate Seminar in American Political History] J. H. Silbey. Not offered 1981-82.]

414 Motivations of American Foreign Policy Fall. 4 credits. Prerequisites: History 314 and permission of instructor.

R 1:25-3:15. W. LaFeber.

[418 Undergraduate Seminar in the History of the American South] J. H. Silbey. Not offered 1981-82.]

[419 Undergraduate Seminar in American Social History] Fall. S. Blumin. Not offered 1981-82; next offered 1982-83.]

426 Undergraduate Seminar in Early American History Fall. 4 credits. Prerequisite: permission of instructor. Preference will be given to students who have completed History 326, HDFS 258, or Women's Studies 438.

T 2:30-4:30. M. B. Norton.
Topic for 1981: Women in early America.

429 Undergraduate Seminar: American Indians in the Eastern United States Fall. 4 credits.

R 2:30-4:30. D. H. Usner.
A seminar examining the history of Native Americans east of the Mississippi River from the colonial era to the present. The cultural and economic participation of American Indians in the evolution of frontier societies as well as the impact of Indian-non-Indian relations on tribal societies will be studied. Major topics include fur trade networks, political alliances, warfare, resistance against removal, and the persistence of Indian communities within eastern states.

[430 Law and Authority in America: Freedom, Restraint, and Judgment] F. Somkin. Not offered 1981-82.]

440 Undergraduate Seminar in Recent American History Fall. 4 credits. Prerequisite: permission of instructor.

T R 12:20-1:35. R. Polenberg.
Topic for 1981: Anarchism in America.

[445 Undergraduate Seminar: Deviance and Conformity in a Liberal Society] R. L. Moore. Not offered 1981-82.]

521 Heritage and Memory in American Culture Spring. 4 credits.

T 3-5:30. M. Kammen.
A seminar open to graduate students and qualified seniors. Discussions will focus upon the tension between tradition and a democratic ethos in national culture (1840-1920) with particular attention given to their gradual reconciliation in the half century after 1925. Materials to be examined will include high, mass, and popular culture; the changing role of government as a custodian of culture; the uses and abuses of American history for partisan purposes; and the changing reputations of major heroes.

[613-614 Graduate Seminar in American Foreign Relations] W. LaFeber. Not offered 1981-82.]

[615-616 Seminar in American Cultural and Intellectual History] F. Somkin. Not offered 1981-82.]

[617-618 Seminar in Recent American Cultural History] R. L. Moore. Not offered 1981-82.]

[619 Seminar in American Social History] S. Blumin. Not offered 1981-82.]

[626 Graduate Seminar in the History of American Women] Fall. M. B. Norton. Not offered 1981-82.]

627 Graduate Seminar in the History of American Women Spring. 4 credits.

M 2:30-4:30. M. B. Norton.

[633-634 Seminar in Nineteenth-Century American History] J. H. Silbey. Not offered 1981-82.]

710 Colloquium in American History Fall. 4 credits. Required of all first-year American history graduate students.

M 3-5. J. H. Silbey.
Examination of the major themes, epochs, and interpretations of American history.

Asian History

190 Introduction to Asian Civilizations Spring. 4 credits.

T R 11:15; plus an additional hour, M 12:20, 1:25, or 3:35. J. V. Koschmann, C. A. Peterson, and D. K. Wyatt.

An introduction to the distinctive cultures of China, India, Japan, and Southeast Asia which features an intensive examination of selected topics and periods of particular significance in the history of each.

191 Introduction to Asian Civilizations in the Modern Period Fall. 4 credits.

T R 11:15; plus an additional hour, M 12:20, 1:25 or 3:35. S. Cochran and D. K. Wyatt.
The history of Asian civilizations in modern times is introduced focusing on the relationship between key figures and societies. English translations of autobiographies, novels, short stories, diaries, and other documents written by Asians are used to assess the perspectives, social priorities, and historical significance of intellectual and political leaders.

[390 Art and Society in Modern China] Fall. S. Cochran and M. Young. Not offered 1981-82.]

393 History of China up to Modern Times Fall. 4 credits.

T R 10:10; disc to be arranged. C. A. Peterson.
A broad examination of the major aspects of Chinese culture and civilization from earliest times to the late imperial period. Seeks to expose both those features maintaining continuity and the significant (but frequently overlooked) instances of change.

394 History of China in Modern Times Spring. 4 credits.

T R 10:10; plus an additional hour, R 1:25, 2:30, or 3:35. S. Cochran.

A survey that concentrates on the rise of the last imperial dynasty in the seventeenth and eighteenth centuries, the upheavals resulting from domestic rebellions and foreign imperialism in the nineteenth century, and the twentieth-century efforts to achieve social mobilization and political unity.

395 Indochina and the Archipelago to the Fourteenth Century Fall. 4 credits.

T R 11:15; plus one hour to be arranged.
O. W. Wolters.
A survey of the early history of Indochina and the Archipelago, with particular attention to questions raised in the source material concerning religious beliefs and political and social assumptions.

396 Southeast Asian History from the Fifteenth Century Spring. 4 credits.

W F 12:20; disc M 12:20. D. K. Wyatt.
A survey focusing on cultural, social, and economic change in Southeast Asia.

397 History of Japan to 1750 Fall. 4 credits.

M W F 10:10. J. V. Koschmann.
A survey of Japanese history from its beginnings to the early modern period. Attempts to draw relationships among such factors as political and institutional change, social structure, aesthetic sensibility, literary form and religious consciousness. Primary texts in translation will be read whenever feasible.

398 History of Modern Japan Spring. 4 credits.

M W F 10:10. J. V. Koschmann.
A survey of Japan from the mid-eighteenth through the mid-twentieth centuries, with special attention to changing configurations of institutional structure, knowledge, action, and conceptions of history. Japanese political, literary and philosophical texts will be read and discussed in addition to secondary sources.

489 Seminar in Tokugawa Thought and Culture Spring. 4 credits. Prerequisite: some background in Asian or Western political thought; Japanese history; or classical Japanese religion, literature, or art.

W 1:25-3:20. 4 credits. J. V. Koschmann.
An examination of conceptions of political order and legitimacy in relation to literary, artistic, and religious patterns in Japan from the seventeenth to mid-nineteenth centuries. Problems will include the eruption of new discourses in the eighteenth century, scepticism, urban culture, Western studies and, in the nineteenth century, millenarianism and restorationism.

492 Undergraduate Seminar in Medieval Chinese History Fall. 4 credits. Prerequisite: History 393 or permission of the instructor.

Hours to be arranged. C. A. Peterson.
Topic for fall 1981: The life of the medieval Chinese literati—social, cultural and intellectual—as seen through literature, biographies, art, and other materials.

493 Self and Society in Late Imperial and Twentieth-Century China Fall. 4 credits.

Prerequisite: History 191, 394 or permission of instructor.
F 1:25-3:15. S. Cochran.
Conceptions of self and relationships between the individual and society in China from the seventeenth century to the present.

691 Chinese Historiography and Source Materials Fall. 4 credits. Prerequisite: permission of the instructor.

C. A. Peterson.

693-694 Problems in Modern Chinese History 693, fall; 694, spring. 4 credits each term. Prerequisite: permission of instructor.

Hours to be arranged. S. Cochran.

695-696 The Historiography of Southeast Asia 695, fall; 696, spring. 4 credits each term.

Prerequisite: permission of instructor.
Hours to be arranged. O. W. Wolters and D. K. Wyatt.

791-792 Seminar in Medieval Chinese History 791, fall; 792, spring. 4 credits each term.

Prerequisite: permission of instructor.
Hours to be arranged. C. A. Peterson.

793-794 Seminar in Modern Chinese History 793, fall; 794, spring. 4 credits each term.

Prerequisite: permission of instructor.
Hours to be arranged. S. Cochran.

795 Seminar in Southeast Asian History Fall. 4 credits.

Hours to be arranged. D. K. Wyatt.
Topic for fall 1981: Literature and history in pre-modern Southeast Asia.

[796 Seminar in Southeast Asian History Spring. D. K. Wyatt. Not offered 1981–82; next offered 1983.]**Ancient European History****265 Ancient Greece from Homer to Alexander the Great** Fall. 4 credits. No prerequisites. Open to freshmen.

M W 11:15; disc to be arranged. B. Strauss.
A survey of Greece from the earliest times to the end of the Classical Period in the late fourth century B.C. The course focuses on the Greek genius: its causes, its greatness, its defects, and its legacy. The Heroic Age, the city-state, ancient democracy, and the intellectual ferment of the Greek Enlightenment are the main topics of study. Readings in translation from Homer, Aeschylus, Sophocles, Herodotus, Thucydides, Plato, Aristotle; and from the evidence of ancient inscriptions, coins, art, and architecture.

[267 The Roman Republic A. H. Bernstein. Not offered 1981–82.]**268 Rome of the Caesars** Spring. 4 credits. Open to freshmen. History 267 not a prerequisite to 268.

W F 10:10; discussion to be arranged.
A. H. Bernstein.
A survey of Roman imperial history from the assassination of Julius Caesar to the collapse of effective governance in the West in the eighth century. Special attention will be paid to the governing methods of the dictatorship; provincial administration; the conflict between paganism and Christianity and the latter's triumph; and the inevitable theme of decline and fall. Readings from Tacitus, Suetonius, the *Historia Augusta*, and Ammianus Marcellinus.

373 The Greek City from Alexander to Augustus, 323 B.C.–A.D. 14 Spring. 4 credits. No prerequisites.

M W 11:15; disc to be arranged. B. Strauss.
A study of the impact of expansion on Greek civilization. The central theme is the change in values as the individual citizen lost his political importance under monarchy and as Hellenism interreacted and fused with Near Eastern civilization in the lands conquered by Alexander. Other topics for examination include the creation of an Eastern Mediterranean economy; the spread of urban life; pastoral ideal and peasant reality; Cynics, Stoics, Skeptics, and Epicureans; Alexandrian literature and science; Hellenism and Jews; and roots of Christianity. Readings in translation include Menander, Theophrastus, Theocritus, Polybius, Archimedes, Lucretius, Cicero, Appian, Plutarch, Ptolemy, the Bible; and the evidence of inscriptions, papyri, art, and architecture.

[452 The Tragedy of Classical Athens, 479–399 B.C.] B. Strauss. Not offered 1981–82.]**453 Crisis of the Greek City-State, 415–301 B.C.** Spring. 4 credits. Enrollment limited. Prerequisite: History 265 or consent of the instructor.

M 2:30–4:20. B. Strauss.
The fortunes of the city-state in an age of uncertainty. The central question of the course is why the Greeks squandered their resources in a century of internecine warfare so that the kings of Macedon eventually conquered them. In attempting an answer, we shall examine the political, material, and intellectual condition of fourth-century Greece. Particular attention will be paid to assessments of Greece's problems in contemporary history, philosophy, oratory, and drama and to developments in religion and art. Readings in translation from

Thucydides, Sophocles, Aristophanes, Xenophon, Isocrates, Demosthenes, Plato, Aristotle, Menander, Plutarch.

[460 Roman Imperialism A. H. Bernstein. Not offered 1981–82.]**[461 The Roman Revolution** A. H. Bernstein. Not offered 1981–82.]**[462 The High Roman Empire** A. H. Bernstein. Not offered 1981–82.]**[463 Decline and Fall of the Roman Empire** A. H. Bernstein. Not offered 1981–82.]**[561 Social and Economic History of Rome, 60 B.C. to A.D. 117** A. H. Bernstein. Not offered 1981–82.]**[562 Roman Africa** A. H. Bernstein. Not offered 1981–82.]**[661 Graduate Seminar in Ancient Classical History** A. H. Bernstein. Not offered 1981–82.]**Medieval, Renaissance, and Early Modern European History****[257 English History from Anglo-Saxon Times to the Revolution of 1688** C. Holmes. Not offered 1981–82.]**263 The Earlier Middle Ages** Spring. 4 credits. M W F 12:20. J. J. John.

A survey of medieval civilization from c. 300 to c. 1100, dealing with religious, intellectual, political, and economic developments in Western Europe.

[264 The High Middle Ages B. Tierney. Not offered 1981–82.]**[349 Greece in Late Antiquity and Early Byzantine Times, A.D. 306–565** B. Strauss. Not offered 1981–82.]**[350 Early Renaissance Europe** J. Najemy. Not offered 1981–82.]**361 The Culture of the Early Renaissance (also Comparative Literature 361 and History of Art 350)** Fall. 4 credits. No prerequisites.

T R 1:25; disc to be arranged. C. Lazzaro, J. Najemy, with W. Kennedy, G. Mazzotta, E. Morris.
Renaissance culture is introduced through six major figures: Petrarch, Alberti, Machiavelli, Leonardo, Erasmus, and Rabelais. Each figure will be the focal point for the critical examination of problematic issues in the areas of humanism, religious and political thought, literature, art, and architecture. In the discussion sections problems of interpretation will be approached through the analysis of primary source readings and works of art.

364 Introduction to the Culture of the Later Renaissance (also Comparative Literature 362 and History of Art 351) Spring. 4 credits. No prerequisites.

T R 1:25; disc either F 1:25 or F 2:30. E. Dotson, C. Kaske, with C. Arroyo, C. Holmes, P. Lewis, J. Najemy, J. Richards.
Although History 361 is not a prerequisite, this course is a continuation of it in that it is similarly organized and deals with the period immediately succeeding. Members of several departments will lecture on Luther, Michelangelo, Montaigne, Edmund Spenser, Bodin, Cervantes, and Galileo. Close reading of texts, literary and visual; discussion will include methods of interpretation and historical analysis. Two lectures and one discussion a week.

365 Medieval Culture, 400–1150 Spring. 4 credits. Prerequisite: History 263 or permission of instructor.

T R 2:30–3:45. J. J. John.

Intellectual and cultural developments in the age of monasticism, from St. Augustine and St. Benedict to St. Anselm and St. Bernard of Clairvaux.

[366 Medieval Culture, 1100–1300 J. J. John. Not offered 1981–82; next offered spring 1983.]**367 Church and State During the Middle Ages** Fall. 4 credits. Prerequisite: History 263 or 264 or permission of instructor. Open to graduate students.

T R 10:10–11:15. B. Tierney.
Relationships between ecclesiastical and secular authorities and the ways in which these relationships influenced the growth of government in the Middle Ages are considered. Particular attention is given to the growth of medieval constitutionalism.

[368 Francis of Assisi and the Franciscans B. Tierney. Not offered 1981–82.]**369 The History of Florence in the Time of the Republic 1250–1530** Spring. 4 credits.

M W 11:15; disc to be arranged. J. Najemy.
Florentine politics and society from the communal period through the age of Dante, the rise and decline of the guild republic, the age of civic humanism, and the rise of the Medici, to the time of Machiavelli. Economic structures and social classes, corporate politics, family history, and political and historical ideas are considered in the context of the emergence and transformation of republican government.

371 History of England Under the Tudors and Stuarts Spring. 4 credits. Prerequisite: permission of instructor.

M W 2:30–4:30. C. Holmes.
An examination of the relation between the intellectual developments of the period and political, social, and religious change. Topics for discussion will include political thought, religious toleration, witchcraft, and the role of women and the family.

[374 War, Trade, and Empire, 1500–1815 D. A. Baugh. Not offered 1981–82.]**381–382 Law and Social Change in Early Modern England (Frederick G. Marcham Seminar, also Society for the Humanities 381–382, and Law 755)** 381, fall; 382, spring. 4 credits each term.

Fall: M W 2:30–3:45. Spring: irregular class meetings; students will pursue independent work in consultation with the instructors, and the class will meet for presentations by visiting scholars and members of the class. L. Bonfield, C. Holmes.
An exploration of the relationships between social and political development of England from fifteenth through the eighteenth centuries, and the transformation of the substantive rules of law and the institutional structure for their administration. The class will examine some general theoretical statements concerning the social springs of legal change, then, in the light of these, will engage in a detailed examination of the English legal system in the early modern period, with particular reference to commercial constitutional and property law.

387 History of Spain and Portugal: The Golden Age and After, 1492–1700 Fall. 4 credits.

T R 2:30–3:50. A. C. de C. M. Saunders.
A study of the effects of world empire on the society, economy, and culture of Spain and Portugal and on the Iberian kingdoms' political relations with other European states. Topics considered include the relationship between American treasure and inflation, slavery in the peninsula, the Morisco problem, war in the Netherlands and Germany, the Portuguese and Catalan revolutions and the economic decline of the seventeenth century.

[468 Undergraduate Seminar in Renaissance History J. Najemy. Not offered 1981–82.]**[469 Undergraduate Seminar in Reformation History** J. Najemy. Not offered 1981–82.]

475 Seminar in the English Civil War, 1640–1660 Spring. 4 credits.

Hours to be arranged. C. Holmes.
A close analysis of the causes and development of the war, and of the radical constitutional, religious and social experiments of the period. Particular attention will be paid to the evaluation of the intense historiographic controversies surrounding this period in the light of the primary sources.

[485 The Transformation of Feudal Society] C. Holmes. Not offered 1981–82.]**663 Seminar in Renaissance History** Spring. 4 credits. Open to qualified undergraduates with permission of instructor.

Hours to be arranged. J. Najemy.
Research seminar. Topic for 1981–82: Corporatism in European society and politics, 1200–1500, with special attention to the guilds, confraternities, and other corporate associations of the Italian city-states. Students should have a reading knowledge of medieval Latin and of either Italian, French, or German.

664–665 Seminar in Latin Paleography 664, fall; 665, spring. 4 credits each term.
Hours to be arranged. J. J. John.**666 Seminar in Medieval History** Fall. 4 credits.
Hours to be arranged. J. J. John.**[669 Seminar in Medieval History]** B. Tierney. Not offered 1981–82.]**[670 Seminar in Tudor and Stuart History]** C. Holmes. Not offered 1981–82.]**Modern European History****258 English History from the Revolution of 1688 to the Present** Spring. 4 credits.
M W 2:30–4. D. A. Baugh.

An introductory course encompassing political, economic, imperial, intellectual and religious developments. Readings include selections from Defoe, Burke, Paine, Macaulay, Malthus, Mill, and Keynes.

[352 The End of the Austro-Hungarian Monarchy, 1848–1918] I. V. Hull. Not offered 1981–82; next offered fall 1982.]**353–354 European Intellectual History in the Nineteenth and Twentieth Centuries** 353, fall; 354, spring. 4 credits each term. History 353 is not prerequisite to 354.

T R 12:20–1:35. D. LaCapra.
The focus is on social and cultural thought in France, Germany, and England. Topics include reactions to the French Revolution and industrialization; the definition of conservative, liberal, and radical perspectives; literature and social thought; varieties of existentialism; the birth and development of the social sciences; psychoanalysis and post-Freudian psychology; linguistic philosophy; and structuralism. Readings for the first term include Tocqueville, Mill, Hegel, Marx, Stendhal, Flaubert, Dostoevsky, Nietzsche, and Durkheim. Readings for the second term include Weber, Freud, Wittgenstein, Sartre, Camus, Mann, and Levi-Strauss.

355 The Old Regime: France in the Seventeenth and Eighteenth Centuries Fall. 4 credits.
T R 2:30–3:50. S. L. Kaplan.

A systematic examination of the social structure, economic life, political organization, and collective mentalities of a society which eclipsed all others in its time and then, brutally and irreversibly, began to age. France, in European perspective, from the wars of religion through the Age of Voltaire.

356 The Era of the French Revolution and Napoleon Spring. 4 credits.
T R 2:30–3:50. S. L. Kaplan.

A study of the failure of the traditional system, its dismantling and replacement in France, and the international consequences. Focus will be on the meaning of the revolutionary experience, the tension between the desires to destroy and to create, and the implications of the Revolution for the modern world.

357 Survey of German History, 1648–1890 Fall. 4 credits.
M W F 9:05. I. V. Hull.

An examination of the social, political, intellectual, and diplomatic history of the German states from the devastation of the Thirty Years' War through absolutism, the bourgeois revolutions of 1848, the struggle for unification, to the beginning of the modern, industrial state.

358 Survey of German History, 1890 to the Present Spring. 4 credits.

T R 9:05; disc W and R 1:25–2:15. I. V. Hull.
The "German problem." Major topics are: tensions caused by rapid industrialization presided over by a preindustrial, political elite; origins of World War I; growth of anti-Semitism; social dislocations of World War I; failure of the socialist revolution of 1918–1919; unstable Weimar democracy and the rise of Nazism; the Nazi state; World War II; the two Germanies.

[362 Russian History to 1800] W. M. Pintner. Not offered 1981–82; next offered fall 1982.]**363 Russian History since 1800** Spring. 4 credits.
T R 10:10–11:25. W. M. Pintner.

The development of the modern Russian state, both before and after the Revolution of 1917. Stress is placed on the Russian experience as the first "undeveloped" country to become a major industrial power.

[372 Social and Cultural History of Contemporary Europe] Spring. J. H. Weiss. Not offered 1981–82.]**[383–384 Europe in the Twentieth Century]** 383, fall; 384, spring. 4 credits each term. History 383 is not a prerequisite to 384. J. Weiss. Not offered 1981–82.]**388 Modern Spain and Portugal, 1700–1975** Spring. 4 credits.

T R 2:30–3:50. A. C. de C. M. Saunders.
A study of the Iberian peninsula in the modern era, emphasizing the vicissitudes of dictatorship and democracy, centralism and federalism. Topics considered include the Borbón reforms in Spain and the Pombaline dictatorship in Portugal; Napoleonic invasions and liberal revolutions; the army in nineteenth-century politics; the first Portuguese republic and Salazar's *Estado Novo*; and the Spanish Civil War and Franco.

450 Seminar in European Imperialism Spring. 4 credits. Open to upper-level undergraduates. Prerequisite: permission of instructor.

T 2:30–4:30. I. V. Hull.
Focuses on the various theories of imperialism with particular reference to the domestic causes, uses, and repercussions of the late nineteenth-century imperialism in Germany, France, and Great Britain.

[451 Lord and Peasant in Europe: A Seminar in Social History] S. L. Kaplan. Not offered 1981–82.]**[456 Seminar in Germany, 1890–1918]** I. V. Hull. Not offered 1981–82; next offered fall 1982.]**457 Seminar in European Fascism** Fall. 4 credits. Prerequisite: permission of instructor.
M 2:30–4:30. I. V. Hull.

An attempt to define and understand the social, political, and intellectual origins, mechanisms, and goals of European fascist movements of the 1920s and 1930s by detailed study of German National Socialism, Italian Fascism, and the Action Française.

[458 Seminar in Weimar and Nazi Germany] I. V. Hull. Not offered 1981–82; next offered spring 1983.]**[459 The Making of the English Ruling Class, 1660–1780]** D. A. Baugh. Not offered 1981–82.]**[467 Seminar in Modern European Political History]** Spring. 4 credits. Prerequisite: History 383 or permission of the instructor. J. H. Weiss. Not offered 1981–82.]**471 Russian Social and Economic History** Spring. 4 credits.

M 2:30–4:30. W. M. Pintner.
A seminar devoted to an examination of the transformation of Russia from a backward agrarian nation to the second of the world's superpowers.

474 Topics in Modern European Intellectual History Spring. 4 credits.

W 1:25–3:25. D. LaCapra.

[476 Documenting the Depression: Film, Literature, and Memory] Fall. 4 credits. Prerequisite: one course dealing with twentieth-century America, twentieth-century Britain, or film analysis. J. H. Weiss. Not offered 1981–82.]**477 The Politics of the Enlightenment** Spring. 4 credits.

W 2:30–4:30. S. L. Kaplan.
An inquiry into the historical origins of European (especially French) political thought beginning in the 1680s at the zenith of Louis XIV's absolutism and culminating in the French Revolution a century later. Emphasis is on the relationship of criticism and theory to actual social, economic, religious, and political conditions. An effort is made to assess the impact of enlightened thought on the eighteenth-century world and to weigh its implications for modern political discourse. Readings in translation from Bayle, Locke, Montesquieu, Voltaire, Rousseau, Hume, Diderot, Burke, and Paine as well as from modern scholarly and polemical literature.

[478 Seminar in Eighteenth-Century French Social History] S. L. Kaplan. Not offered 1981–82.]**[480 Twentieth Century Britain]** D. A. Baugh. Not offered 1981–82.]**[483 Seminar in Modern European Social History]** J. Weiss. Not offered 1981–82; next offered fall 1982.]**[655 Seminar in Eighteenth-Century British History]** D. A. Baugh. Not offered 1981–82.]**[656 Seminar in Nineteenth-Century British History]** D. A. Baugh. Not offered 1981–82.]**[671 Seminar in the French Revolution]** S. L. Kaplan. Not offered 1981–82.]**672 Seminar in European Intellectual History** Fall. 4 credits.

Hours to be arranged. D. LaCapra.

677 Seminar in Russian History Spring. 4 credits.
M 2:30–4:30. W. M. Pintner.**[678 Seminar in Modern European Social History]** Spring. 4 credits. J. H. Weiss. Not offered 1981–82.]**[679 Seminar in European History]** S. L. Kaplan. Not offered 1981–82.]

Latin American History

295 Colonial Latin America Fall. 4 credits.

M W F 10:10. T. H. Holloway.
Survey of Latin America from the rise of pre-Columbian civilizations through the European conquest, establishment of the Spanish and Portuguese colonial societies, imperial rivalries in the New World, background of the independence movements, and the achievement of political independence.

296 Latin America in the Modern Age Spring. 4 credits.

M W F 10:10. T. H. Holloway.
Survey of the Latin American nations from independence to the present. Major themes include the persistence of neocolonial economic and social institutions, the development of nationalist and populist politics, revolutionary movements of the twentieth century, and United States–Latin American relations.

[347 Agrarian Societies in Latin American History T. H. Holloway. Not offered 1981–82.]

348 Twentieth-Century Brazil (also Sociology 368) Spring. 4 credits. Prerequisites: two courses in the social sciences.

M W F 1:25. T. H. Holloway, J. Kahl.
A study of the style of development in economy, polity, and society followed by contemporary Brazil, and an analysis of the contradictions that led to the military coup of 1964 and its aftermath. Some comparisons are made with other Latin American countries. Readings in English.

[649 Seminar in Latin American History T. H. Holloway. Not offered 1981–82.]

Honors and Research Courses

301 Supervised Reading Fall or spring. 2 credits. Prerequisite: permission of instructor. Open only to upperclass students.

302 Supervised Research Fall or spring. 3 or 4 credits. Prerequisite: permission of instructor. Open only to upperclass students.

400 Honors Proseminar Fall or spring. 4 credits. For prospective honors candidates who have permission of instructor.

Fall: W 2:30–4:30; D. K. Wyatt. Spring: W 2:30–4:30; R. L. Moore.
An introduction to historical writing and modes of research, emphasizing the possibilities and limitations of historical inquiry.

401 Honors Guidance Fall or spring. 4 credits. Prerequisites: History 400 and permission of instructor.

703–704 Supervised Reading 703, fall; 704, spring. 4 credits each term. Prerequisite: permission of instructor. Limited to graduate students.

History of Art

A. Ramage, chairman and director of undergraduate studies; 35 Goldwin Smith Hall, 256–4905.
T. M. Brown, R. G. Calkins, E. G. Dotson, J. V. Falkenheim, R. C. Hobbs, H. P. Kahn, C. Lazzaro, T. W. Leavitt, S. J. O'Connor, A. S. Roe, M. W. Young

The visual arts—painting, sculpture, and architecture—are a principal mode of human expression. Art historians investigate works of art to understand them in their artistic, historic, and cultural contexts. Courses offered by the department cover the mainstream of Western art (classical, medieval, Renaissance, baroque, nineteenth and twentieth

century) and non-Western art, including Oriental and tribal traditions. Art history is an integral part of interdisciplinary programs such as the archaeology concentration, Africana studies, the China-Japan Program, medieval studies, and the Southeast Asia Program.

Course offerings vary in scope from introductory courses designed to acquaint the student with the ways of seeing, discussing, and writing about works of art, to advanced seminars that concentrate on more specialized topics. The resources of the Herbert F. Johnson Museum of Art frequently serve as the focus for discussion sections and research assignments.

The Major

Students who wish to major in the history of art should complete two courses in the Department of History of Art by the end of their sophomore year. These courses should be completed with a grade of C or better and are prerequisites for admission to the major, but may not be counted toward fulfillment of the major requirements. In their junior and senior years majors work closely with their advisers to determine acceptable programs in the major field. The program should include at least 30 credits in history of art courses (24 of which must be at the 300 level or higher) and a minimum of two additional courses in this department or in a related area approved by the major adviser. Courses at the 200 level or above taken in the freshman or sophomore years may be counted toward the major provided that the courses are in addition to those taken as prerequisites to the major. Majors are encouraged to take studio courses offered by the Department of Art, but these are considered to be electives and do not fulfill major requirements.

Honors. In order to become a candidate for the degree of Bachelor of Arts with honors in the history of art, a student must have a cumulative average of B for all courses taken in the department. Admission into the program requires application to the department chairperson during the second term of the junior year; the application must include a summary of the proposed project, an endorsement by a faculty sponsor, and a copy of the student's transcript. In the senior year, the honors candidate will include among the regular requirements History of Art 493 and 494, which entail the preparation of a senior thesis. This program may not be condensed into one semester.

Freshman Seminars

The history of art courses listed below are offered in the Freshman Seminar Program and as freshman electives, but may not be used to satisfy the distribution requirement.

103 Freshman Seminar in Visual Analysis Fall or spring. 3 credits.

Fall: M W F 9:05, 11:15, 12:20, 1:25 or T R 10:10–11:25, 12:20–1:35. Spring: M W F 9:05, 10:10, 11:15, 12:20, or T R 10:10–11:25. Staff.
The nature of man-made objects, from tools to cities including such conventional categories as painting, sculpture, and architecture is examined. Students are introduced to the problems of perceiving such objects and articulating the visual experience. The course is organized by media and themes rather than chronology and it is a supplement, not a prerequisite, to art history.

104 How to Look at Works of Art Fall or spring. 3 credits.

Spring: T R 12:20–1:35, J. V. Falkenheim.
Several major works of art, primarily paintings, are examined in detail. The cultural and historical contexts in which the works were created and their unique qualities as works of art are considered.

[105 Myth and Image in Modern Society (also Sociology 103) 3 credits. Not offered 1981–82.]

106 Art in a Landscape: Traditional Arts in Southeast Asia Fall. 3 credits.

M W F 10:10. S. J. O'Connor.
The traditional arts in Southeast Asia such as textiles, ceramics, architecture, sculpture, and puppet theatre will be examined in varying social and physical contexts. The aim of the course will be to introduce the works themselves and to explore the way they are, or were, implicated in daily life. We will encounter works created in the palaces and monasteries of the centralized kingdoms, as well as those that are part of the village world. Among the topics to be discussed: Wayang theatre, a world of shadows; batik and ikat, the dyer's art; the life of Buddha in Art; stoneware and porcelain ceramics from Thailand, Cambodia, and Vietnam; ritual art in Bali; and the cosmic mountain in architecture. Emphasis will be on writing short papers.

107 Principles of Architecture Fall. 3 credits. M W F 11:15. T. M. Brown.

Through readings, lectures, and discussions, examination of some theoretical and practical aspects of architecture as it affects our lives.

Introductory Courses

The following courses are designed to introduce students to the processes and methods of art history by means of a systematic examination of a closely related body of visual material. The courses need not be taken in any particular sequence. One 200-level course is normally the prerequisite to courses at the 300 level.

[200 Introduction to Art History: Mediterranean Archaeology (also Classics 200) 3 credits. Not offered 1981–82.]

[206 Introduction to Art History: Rise of Classical Greece (also Classics 206) 3 credits. Not offered 1981–82.]

[210 Introduction to Art History: Beginnings of Civilization (also Classics 210) 3 credits. Not offered 1981–82.]

[215 Introduction to Art History: African Art 3 credits. Not offered 1981–82.]

220 Introduction to Art History: The Classical World (also Classics 220) Fall. 3 credits. M W F 9:05. A. Ramage.

The sculpture, vase painting, and architecture of the ancient Greeks, from the Geometric period through the Hellenistic and the art of the Romans from the early Republic to the late Empire.

221 Introduction to Art History: Minoan-Mycenaean Art and Archaeology (also Classics 221) Spring. 3 credits. J. E. Coleman. See description under Classics.

[230 Introduction to Art History: Monuments of Medieval Art 3 credits. R. G. Calkins. Not offered 1981–82.]

240 Introduction to Art History: The Renaissance Fall. 3 credits.

M W F 10:10, plus one disc, M 2:30 or T 9:05, 10:10, or 11:15. E. G. Dotson.
A study of selected works of architecture, sculpture, and painting in Italy and northern Europe from about 1300 to about 1575. Major artists considered include Donatello, Jan van Eyck, Michelangelo, and Bruegel. Various approaches to the understanding of works of art and various interpretations of the Renaissance are explored.

250 Introduction to Art History: The Baroque Era Spring. 3 credits.

M W F 10:10. C. Lazzaro.

A survey of the major artistic trends in western Europe during the seventeenth century. The course will consider architecture, sculpture, and painting in Italy during the first half of the century, and the schools of painting of Spain, Flanders, Holland, and France. Emphasis will be on major masters of the period: Annibale Carracci, Caravaggio, Bernini, El Greco, Velazquez, Rubens, Hals, Vermeer, Rembrandt, Poussin.

261 Introduction to Art History: Modern Art Fall. 3 credits.

T R 10:10–11:25. J. V. Falkenheim.

A topical discussion of some of the major artists, movements, and ideas that make up modern art. Emphasis is on European and American painting in relationship to cultural and intellectual concerns of the period spanning approximately 1800 to 1950.

[270 Introduction to Art History: American Art] 3 credits. Not offered 1981–82.]**280 Introduction to Art History: Asian Traditions** Spring. 3 credits.

M W F 10:10. S. J. O'Connor.

Designed to introduce students to the varied responses of the Asian artist in different social and geographical contexts. By selective focus and emphasis, rather than broad survey, the student will gain some familiarity with high-fired ceramics, Chinese landscape painting, Buddhist sculpture and painting of Thailand, Indian miniature paintings, and Japanese prints. A number of class sessions will meet in the Herbert F. Johnson Museum of Art.

290 Introduction to Art History: Architecture and Environment Fall. 3 credits. Limited to 50 students.

M W F 12:20. T. M. Brown.

Emphasis is placed on the social and humanistic aspects of nineteenth- and twentieth-century design. After a lengthy introduction to the architectural categories of space, form, function, and structure, the ideas and forms that have influenced the physical shape of the contemporary world are considered.

Intermediate Courses

The following courses are intended primarily for upperclass students, qualified sophomores, and first-year graduate students. Except as noted, all require as a general prerequisite one course at the 200 level. Some of the courses have discussion sections.

311 Techniques and Materials: Painting Spring. 4 credits. Limited to 30 students.

T R 10:10–12:05. H. P. Kahn.

The techniques of painting in their historical and formal contexts, analytical research of materials and conservation.

[313 Books, Prints, and the Graphic Image] 4 credits. H. P. Kahn. Not offered 1981–82.]**[320 The Archaeology of Classical Greece (also Classics 320)]** 4 credits. A. Ramage. Not offered 1981–82.]**[321 Archaeology of Cyprus (also Classics 321)]** 4 credits. Not offered 1981–82.]**[322 Arts of the Roman Empire (also Classics 350)]** 4 credits. A. Ramage. Not offered 1981–82.]**[323 Painting in the Greek and Roman World (also Classics 323)]** 4 credits. A. Ramage. Not offered 1981–82.]**324 Architecture in the Greek and Roman World (also Classics 324)** 4 credits. Spring.

J. E. Coleman.

See description under classics.

[325 Greek Vase Painting (also Classics 325)] 4 credits. A. Ramage. Not offered 1981–82.]**[326 Art and Archaeology of Archaic Greece (also Classics 326)]** 4 credits. Not offered 1981–82.]**[327 Greek and Roman Coins (also Classics 327)]** 4 credits. A. Ramage. Not offered 1981–82.]**329 Greek Sculpture (also Classics 329)** Spring. 4 credits.

M W F 11:15. A. Ramage.

Study of ancient Greek sculptural techniques and achievements in marble and bronze. Detailed examination of works from several eras to illustrate changes in taste and outlook.

[330 Art in Pompeii: Origins and Echoes (also Classics 330)] 4 credits. Not offered 1981–82.]**332 Architecture in the Middle Ages** Spring. 4 credits.

M W F 11:15. R. G. Calkins.

A survey of Medieval Architecture from the Early Christian Period to the Late Gothic (A.D. 300–1500). Considerable emphasis will be placed on the development of structural systems and upon the form, function, and meaning of important medieval buildings.

[333 Early Medieval Art and Architecture] 4 credits. R. G. Calkins. Not offered 1981–82.]**[334 Romanesque Art and Architecture]** 4 credits. R. G. Calkins. Not offered 1981–82.]**[335 Gothic Art and Architecture]** 4 credits. R. G. Calkins. Not offered 1981–82.]**336 Late Medieval Italian Art and Architecture** Spring. 4 credits.

M W F 1:25. R. G. Calkins.

Thirteenth- and fourteenth-century Italian sculpture, painting, and some architecture, including the works of Duccio, Giotto, and the Lorenzetti.

[337 The Medieval Illuminated Book] 4 credits. R. G. Calkins. Not offered 1981–82.]**[341 Flemish Painting]** 4 credits. R. G. Calkins. Not offered 1981–82.]**[342 Medieval and German Renaissance Art]** 4 credits. R. G. Calkins. Not offered 1981–82.]**[343 Italian Renaissance Art of the Fifteenth Century]** 4 credits. Not offered 1981–82.]**344 Italian Renaissance of the Sixteenth Century** Spring. 4 credits.

M W F 12:20. C. Lazzaro.

Topic for 1981–82: Great Masters of the High Renaissance—Leonardo, Michelangelo, and Raphael.

A thorough examination of the works of these three masters and of their cultural and historical environment. Primary emphasis is on their painting, sculpture, and architecture, but the writings of Leonardo and Michelangelo are also considered.

[345 Sculpture of the Italian Renaissance] 4 credits. Not offered 1981–82.]**350 The Culture of the Early Renaissance (also History 361 and Comparative Literature 361)** Fall. 4 credits. No prerequisites.

T R 1:25–2:15; disc to be arranged. C. Lazzaro and J. Najemy, with W. Kennedy, G. Mazzotta, and E. Morris.

Renaissance culture is introduced through six major figures: Petrarch, Alberti, Machiavelli, Leonardo, Erasmus, and Rabelais. Each figure will be the focal point for the critical examination of problematic issues

in the areas of humanism, religious and political thought, literature, art, and architecture. In the discussion sections, problems of interpretation will be approached through the analysis of primary source readings and works of art.

351 Introduction to the Culture of the Later Renaissance (also History 364 and Comparative Literature 362) Spring. 4 credits.

T R 1:25–2:15, plus one disc, F 12:20 or 1:25.

E. G. Dotson and C. Kaske.

Although History of Art 350 (also History 361 and Comparative Literature 361) is not a prerequisite, this course continues its organization and deals with the immediately succeeding period. Members of several departments will lecture on Luther, Michelangelo, Montaigne, Edmund Spenser, Bodin, Cervantes, and Galileo. Lectures and discussion will undertake close reading of texts, literary and visual, and will present methods of interpretation and of historical analysis. Guest lecturers will be: C. Arroyo, Spanish; C. Holmes, history; P. Lewis, French; J. Najemy, history; and J. Richards, history.

[352 Dutch Painting in the Seventeenth Century] 4 credits. Not offered 1981–82.]**[355 French Art of the Sixteenth and Seventeenth Centuries]** 4 credits. E. G. Dotson. Not offered 1981–82.]**[357 European Art of the Eighteenth Century]** 4 credits. E. G. Dotson. Not offered 1981–82.]**[359 Major Masters of the Graphic Arts]** 4 credits. H. P. Kahn, A. S. Roe. Not offered 1981–82.]**[361 Modern Artists and Their Critics]** 4 credits. J. V. Falkenheim. Not offered 1981–82.]**362 Topics in Modern Art** Spring. 4 credits. T R 10:10–11:25. J. V. Falkenheim. Topic to be announced.**[364 Modern Sculpture]** 4 credits. R. C. Hobbs. Not offered 1981–82.]**365 Art from 1940 to the Present** Fall. 4 credits. Prerequisite: History of Art 261.

T R 12:20–1:35. R. C. Hobbs.

Major movements and figures working in the United States since 1940, beginning with abstract expressionism and continuing to conceptual and feminist art. Some attention is devoted to the critical reception that artists have received, but major emphasis is on the artists' statements themselves.

[376 Painting and Sculpture in America: 1850–1950] 4 credits. T. W. Leavitt. Not offered 1981–82.]**378 American Architecture, the City, and American Thought: 1850–1950.** Spring. 4 credits.

T R 12:20–1:35. T. M. Brown.

American architecture and urbanism approached as cultural history, focusing on such topics as "technology: pro and con," "architecture as metaphor," "cities: source of virtue or vice?" Extensive reading will be required from works of Jefferson, Thoreau, Greenough, Sullivan, Henry Adams, Whitman, Wright, and from such secondary sources as Leo Marx's *The Machine in the Garden* and M. and L. White's *The Intellectual Versus the City*.

[379 Art and Technology: 1850–1950] 4 credits. T. M. Brown. Not offered 1981–82.]**380 Introduction to the Arts of China** Fall. 4 credits. Not open to students who have had History of Art 383 or 385.

M W 12:20, plus one disc, T 9:05, 11:15, 1:25, or 3:35. M. W. Young.

A one-semester course designed for those students who have no previous experience in art history or knowledge of China. Although the course has a

general chronological framework, it is not a survey of Chinese art but an examination of selected masterpieces of Chinese expression in the visual arts, from early bronze vessels to later landscape paintings. Special emphasis will be put on the art of the later centuries, and the course will end with a discussion of changes going on in modern China. The collection of the Herbert F. Johnson Museum of Art will be used in conjunction with the discussion sections.

[381 Buddhist Art in Asia] 4 credits.
S. J. O'Connor. Not offered 1981-82.]

[383 The Arts of Early China] 4 credits.
M. W. Young. Not offered 1981-82.]

384 The Arts of Japan Spring. 4 credits.
M W 12:20. M. W. Young.

An introduction to the visual arts of Japan. Although a general chronological pattern is followed, the arts are approached topically, with emphasis on the developments of the recent centuries. Painting, woodblock prints, and the minor arts of the Meiji era receive particular attention. Term paper option for the final exam.

[385 Chinese Painting] 4 credits. M. W. Young. Not offered 1981-82.]

[386 Studies in Indian and Southeast Asian Art] 4 credits. S. J. O'Connor. Not offered 1981-82.]

Seminars

Courses at the 400 level are open to upperclass students, majors, and graduate students. Seminars at the 500 level are primarily for graduate students, but qualified upperclass students may be admitted. All seminars involve the writing and presentation of research papers. Enrollment is limited, and permission of the department or instructor is normally required. Students may repeat 500-level courses that cover a different topic each semester.

401 Independent Study Fall or spring. 2 credits; may be repeated for credit. Prerequisite: permission of a department faculty member.
Hours to be arranged. Staff.
Individual investigation and discussion of special topics not covered in the regular course offerings, by arrangement with a member of the department.

402 Independent Study Fall or spring. 4 credits; may be repeated for credit. Prerequisite: permission of a department faculty member.
Hours to be arranged. Staff.
Individual investigation and discussion of special topics not covered in the regular course offerings, by arrangement with a member of the department.

[405 Original Works of Art] 4 credits. Not offered 1981-82.]

[406 Introduction to Museums] 2 credits.
T. W. Leavitt. Not offered 1981-82.]

421 History of Art Criticism Fall. 4 credits.
R 2:30-3:45. J. V. Falkenheim.
Topic for 1981: Formalism. A consideration of the ideas of selected nineteenth- and twentieth-century theorists and critics responsible for generating a formalist approach to art, followed by an evaluation of the writings of various later twentieth-century critics who have subscribed to this method of critical analysis.

[423 Ceramics] 4 credits. Prerequisite: permission of instructor. A. Ramage. Not offered 1981-82.]

[431 Greek Sculpture (also Classics 431)] 4 credits. A. Ramage. Not offered 1981-82.]

[448 Mannerism and the Early Baroque Era in Italy] 4 credits. E. G. Dotson. Not offered 1981-82.]

449 Studies in Italian Renaissance Art Fall. 4 credits.
M 2:30-4:25. C. Lazzaro.
Topic for 1981-82: The Italian Renaissance villa as a cultural and art historical phenomenon. Within the context of contemporary ideas about nature and life in the country, the style and content considered appropriate for the design and decoration of the villa and of its accompanying gardens are examined. Focus on the principal villas of Tuscany, Latium, and the Veneto in the fifteenth and sixteenth centuries.

[452 Studies in English Art] 4 credits. A. S. Roe. Not offered 1981-82.]

[456 Literature and the Arts in Sixteenth-Century France (also French 456)] 4 credits. E. G. Dotson, E. P. Morris. Not offered 1981-82.]

458 Classic and Romantic Art Spring. 4 credits.
W 2:30-4:25. E. G. Dotson.
Topic for 1982: Studies in eighteenth-century English art and culture.

459 The Romantic Movement in Poetry, Painting, and Graphic Arts (also English 442) Spring. 4 credits.
T R 1:25-2:40. J. Visconti.
See description under English.

[464 Studies in Modern Art] 4 credits.
J. V. Falkenheim. Not offered 1981-82.]

465 Problems in Modern Art and Architecture Spring. 4 credits. Limited to 15 students. Prerequisite: permission of instructor.
M 12:20-2:15. T. M. Brown.
Topics to be announced.

[474 American and European Decorative Arts from the Renaissance Period to the Early Nineteenth Century] 4 credits. Prerequisite: permission of instructor. Not offered 1981-82.]

475 The Earliest Arts in Colonial America: The Seventeenth Century Fall. 4 credits.
T R 12:20-1:35. A. S. Roe.
An amplification of History of Art 474, this course will deal only with the arts in New England and the Hudson River Valley prior to 1700. Under consideration will be the earliest objects surviving which were demonstrably produced in the Colonies during this period, and also those types of objects produced in England and elsewhere which are known to have been imported in significant quantities from the earliest times. The traditions of craftsmanship prevailing in Europe at the time of the arrival of the first settlers in New England will be studied as indicative of the stylistic origins which determined the form and decoration of the earliest objects produced in America. In addition to furniture, particular emphasis will be placed upon the art of the silversmith, the first highly sophisticated European craft to be developed in the New World, and important not only as the art form which most rapidly transmitted to America the latest stylistic developments in the arts of Europe, but also for its economic significance in the days when silver was the major medium of exchange, and the silversmith performed many of the functions today associated with the banker. The early importation of ceramics, both high style and utilitarian, will also be considered.

[476 Seminar on American Art: 1840-1940] 4 credits.
T. W. Leavitt. Not offered 1981-82.]

481 The Arts in Modern China Fall. 4 credits.
Prerequisite: History of Art 385, or a course in modern Chinese history or literature and permission of the instructor.
M 2:30-4:25. M. W. Young.
An examination of major issues in Chinese art of the late Imperial and modern periods, with special

emphasis on developments in the art of painting. The course will be conducted as a seminar, with discussions, reports, and a major paper expected.

[482 Ceramic Art of Asia] 4 credits.
S. J. O'Connor. Not offered 1981-82.]

[483 Chinese Art of the T'ang Dynasty] 4 credits.
Prerequisites: History of Art 380 or 383, or a course in Chinese history or Chinese literature, or permission of instructor. M. W. Young. Not offered 1981-82.]

[486 Studies in Chinese Painting] 4 credits.
M. W. Young. Not offered 1981-82.]

[488 Traditional Arts in Southeast Asia] 4 credits.
S. J. O'Connor. Not offered 1981-82.]

493 Honors Work Fall or spring. 4 credits.
Intended for senior art history majors who have been admitted to the honors program. S-U grades only.
Hours to be arranged. Staff.
Basic methods of art historical research will be discussed and individual readings assigned, leading to the selection of an appropriate thesis topic.

494 Honors Work Fall or spring. 4 credits.
Prerequisite: History of Art 493.
Hours to be arranged. Staff.
The student, under faculty direction, will prepare a senior thesis.

520 The Empire in Transition Fall. 4 credits.
R 3-5. A. Ramage and F. Ahl.
Art, literature, and life in the Roman world from Nero's death to the mid-second century A.D.

[531 Problems in Medieval Art and Architecture] 4 credits. R. G. Calkins. Not offered 1981-82.]

[540 Seminar in Renaissance Art] 4 credits. Not offered 1981-82.]

[550 Seminar in Baroque Art] 4 credits.
C. Lazzaro. Not offered 1981-82.]

564 Problems in Modern Art: Post-1940 American Art Spring. 4 credits.
T 2:30-4:30. R. C. Hobbs.
An investigation of major works of art that reveal distinct changes in artistic thinking. Movements covered will include: abstract expressionism, happenings, pop art, minimalism, conceptual art, earth art, body art, and feminist art.

[580 Problems in Asian Art] 4 credits.
S. J. O'Connor. Not offered 1981-82.]

591-592 Supervised Reading 591, fall; 592, spring. 4 credits; may be repeated for credit. Limited to graduate students.

[594 Methodology Seminar I] 4 credits. Not offered 1981-82.]

[595 Methodology Seminar II] 4 credits. Required of all graduate students. Prerequisite: permission of instructor. S-U grades only. R. C. Hobbs. Not offered 1981-82.]

[596 Problems of Art Criticism] 4 credits.
S. J. O'Connor. Not offered 1981-82.]

Related Courses in Other Departments

Renaissance Spectating: Audience as Artifice (Society for the Humanities 413-414)

The Role of Literature as Presented in Post-1949 Chinese Writing (Society for the Humanities 417)

Conventions of Expression in Renaissance Art (Society for the Humanities 419)

Themes from Russian Culture (Russian Literature 307)

Indonesian

See Modern Languages, Literatures, and Linguistics, p. 140.

FALCON Program: J. U. Wolff; 307 Morrill Hall, 256-4864

Italian

See Modern Languages, Literatures and Linguistics, p. 147, and Romance Studies, p. 173.

Japanese

See Asian Studies, p. 98, and Modern Languages, Literatures, and Linguistics, p. 140.

FALCON Program: E. Jorden; 321 Morrill Hall, 256-6457

Javanese

See Modern Languages, Literatures, and Linguistics, p. 140.

Latin

See Classics, p. 106.

Linguistics

J. W. Gair, director of undergraduate studies; 407 Morrill Hall, 256-5110

See Modern Languages, Literatures, and Linguistics, p. 140.

Mathematics

S. Lichtenbaum, chairman; J. Bramble, associate chairman and director of undergraduate studies, 301 White Hall, 256-4185. I. Bernstein, L. Billera, K. Brown, L. Brown, S. Chase, M. Cohen, R. Connelly, R. Dennis, E. Dynkin, C. Earle, R. Farrell, P. Fejer, M. Fisher, W. Fuchs, S. Gelbart, L. Gross, R. Hamilton, D. Henderson, J. Hubbard, J. Hwang, P. Kahn, H. Kesten, A. Knapp, G. Livesay, M. Morley, A. Nerode, L. Payne, R. Platek, A. Rosenberg, O. Rothaus, A. Schatz, S. Sen, R. Shore, B. Speh, F. Spitzer, M. Steinberger, R. Strichartz, M. Sweedler, L. Wahlbin, J. West, A. C. Zitronbaum

Mathematics is the language of modern science; basic training in the discipline is essential for those who wish to understand, as well as for those who wish to take part in, the important scientific developments of our time. Acquaintance with mathematics is also extremely useful for students in the social sciences, and valuable for anyone interested in the full range of human culture and the ways of knowing the universe in which we live.

The Department of Mathematics faculty has strong groups specializing in algebra, number theory, real and complex analysis, Lie groups, topology and geometry, logic, probability and statistics, mathematical physics, and applied mathematics. Related departments at Cornell have specialists in computer science, operations research, linear programming, and game theory, and courses in these topics can be integrated readily into the mathematics major.

The department offers a rich variety of undergraduate courses, and many of its beginning graduate courses are suitable for advanced undergraduates as well. Under some conditions, a student may carry out an independent reading and research project for college credit, under the supervision of a faculty member. Members of the department are available to discuss with students the appropriate course for their levels of ability and interest, and students are urged to avail themselves of this help.

Students who wish to take any of the courses numbered 300 or above are invited to confer, before registering, with the instructor concerned.

The level of a course is indicated by the first digit of the course number: roughly, 1 and 2 indicate underclass courses; 3 and 4, upperclass courses; 5 and 6, graduate courses. The subject matter of courses is indicated by the second digit: 0, general; 1 and 2, analysis; 3 and 4, algebra; 5 and 6, topology and geometry; 7, probability and statistics; 8, logic; 9, other.

Mid-term grades, when required, will be S or U only except in special circumstances. In all 600-level courses, final grades will be S-U only with the exception of 690. In courses with numbers below 600 students will receive letter grades, with the exception of non-mathematics majors who have requested an S-U grade.

Advanced Placement

Secondary school students are strongly urged to take one of the two advanced placement examinations of the College Entrance Examination Board in their senior year. Freshmen who have had some calculus but who have not taken a CEEB Advanced Placement examination should take the placement examination in mathematics offered at Cornell just before the beginning of classes in the fall. It is most important that anyone with any knowledge of calculus carefully read Advanced Placement of Freshmen in the front section of this Announcement.

The Major

The mathematics major adapts to a number of purposes. It can emphasize the theoretical or the applied. It can be appropriate for professionals and nonprofessionals alike. It can be broad or narrow. Questions concerning the major should be brought to a departmental representative.

The prerequisites and requirements below apply to students who enroll in the mathematics major after January 1, 1981. Students who enrolled before that date may fulfill either the requirements below or the old requirements.

Prerequisites: The preferred prerequisites are Mathematics 221-222 or 293-294. 217 is necessary if neither 122 nor 293 has been taken. (Students with two semesters of advanced placement usually have had the equivalent of 217.) Normally students will be admitted to the major only when they have grades of B- or better in all sophomore-level mathematics courses they have taken. Alternate prerequisites are 214-215-216-217-231, normally with grades of B+ or better.

Requirements

- 1) Computer Science 100. Students are urged to take this course before the end of the sophomore year.
- 2) Two courses in algebra. Eligible courses are 431 or 433, 432 or 434 or 332, 336.
- 3) Two courses in analysis. Eligible courses are 411 or 413, 412 or 414, 421, 422, 423, 418.
- 4) Further high-level mathematical courses. Any one of the following is sufficient:
 - a) three mathematics courses numbered 371 or higher, other than those used to satisfy the previous two requirements. Computer Science 621 or 622 or both may also be used toward satisfying this requirement.

- b) four Computer Science courses numbered 314 or higher.
 - c) four Operations Research courses numbered 320 to 383 or 431 to 472, but not 350.
- 5) One course dealing with mathematical models. Any one of the following is sufficient:
 - a) Mathematics 305 (not offered every year).
 - b) Physics 208, 213, or 217.
 - c) Computer Science 211, provided no computer Science course has been used toward satisfying the previous requirement.
 - d) One course other than Physics 112 or 207 from outside mathematics with serious mathematical content and dealing with scientific matters, provided the course has not been used toward satisfying the previous requirement.

Major advisers can alter these requirements upon request of an advisee, provided the intent of the requirements is met.

Sample Major Programs

Below are some suggestions for what the schedule of a student with a mathematics major might look like. Many variations are possible.

For Graduate School in Mathematics

First two years: Mathematics 111-122-221-222, Computer Science 100, Physics 207-208.
Last two years: Mathematics 433-434, 413-414, 453-454; two of 418, 428, 471.

The sophomore courses 221-222 are more suitable than 293-294 in this case. A student planning to enter graduate school may get by with 411-412 and 431-432 instead of the honors versions 413-414 and 433-434, but the honors versions are strongly recommended.

For Many Technical Careers

First two years: Mathematics 111-122-221-222 or 191-192-293-294, Computer Science 100-211, Physics 112-213 or 207-208.
Last two years: Mathematics 431-336, 421-422, 428, 471-472.

Two or more semesters of computer science are highly recommended.

For Emphasis on Computer Science

First two years: Mathematics 111-122-221-222, Computer Science 100-211.
Last two years: Mathematics 431-432, 421-422; Computer Science 314, 321, 410, 414, 481.

Requirement 5 is met by Computer Science 481 in this sample program. Students interested in computer science should give consideration to a double major in mathematics and computer science.

For Emphasis on Operations Research

First two years: Mathematics 111-122-221-222 or 191-192-293-294, Computer Science 100-211.
Last two years: Mathematics 431-432, 421-422, 471. Operations Research: 320, 321, 361; two of 431, 432, 435; and possibly 462 or 471.

For Pre-law or Pre-medical Study (first example)

First two years: Mathematics 111-122-221-222, Computer Science 100, Physics 207-208.
Last two years: Mathematics 431-336, 411-421, 381, 471-472.

The sophomore courses 221-222 are recommended rather than 293-294 in this sample program because they provide better preparation for 411.

For Pre-law or Pre-medical Study (second example) or Pre-business Study

First two years: Mathematics 111-112-214-215-216-217-231, Computer Science 100-211.
Last two years: Mathematics 332-336, two of 411-421-418, and also 381, 403, 451.

A course in statistics is also strongly recommended.

Honors. Honors in mathematics will be awarded on the basis of a high level of performance in departmental courses. Further requirements, if any, will be announced during the year.

Distribution Requirement

The distribution requirement is satisfied in mathematics by any 6 credits, not including more than one course from 100, 105, 107, 403. Computer Science 100 may be used for three of these credits. The mathematics distribution requirement is also satisfied by a score of 3 on the CEEB calculus BC examination. Mathematics 109 or ALS 115 (College of Agriculture and Life Sciences) do not satisfy the requirement.

Basic Sequences

Precalculus

Description	Course Numbers
1) Algebra and trigonometry to prepare students for calculus.	Mathematics 109* or Agriculture and Life Sciences 5*.
2) Algebra, analytic geometry, elements of calculus.	Agriculture and Life Sciences 115**.

*Mathematics 109 and ALS 5 do not carry credit for graduation.

**Students who want a second semester of mathematics after ALS 115 may take Mathematics 107 or 105 or, if they need more calculus, 111 or 113. They may not, however, receive credit for both ALS 115 and Mathematics 108.

Calculus

Description	Mathematics Course Numbers
1) Standard 3-semester sequence for students who do not expect to take advanced courses in mathematics.	111 (or 113) 112–214–215–216–217
2) Usual sequence for prospective mathematics majors and others who expect to take advanced courses in mathematics.	111 (or 113)–122–221–222
3) Calculus for engineers (also taken by some physical science majors)	191 (or 193)–192–293–294

191 (or 193) may be substituted for 111 (or 113) in sequences 1 and 2. 113 and 193 are variants of 111 and 191 for students who have had some calculus in high school but have not received advanced placement. Sequences 2 and 3 are two-year sequences that include some linear algebra. Students who take sequence 1 may learn some linear algebra by taking Mathematics 231. A student whose performance in 112 is exceptional may switch to sequence 2 and take 221, but 217 must then be taken concurrently.

Special Purpose Sequences

Description	Mathematics Course Numbers
1) Finite mathematics and calculus for biology majors.	105–106
2) Finite mathematics and calculus for students in the more descriptive areas of the social sciences. (This is normally a terminal sequence. It does not fulfill the mathematics requirement for biology majors.)	107–108
3) Other possible finite mathematics and calculus sequences.	105–111 or 107–111
4) One semester of calculus.	108 (possible without 107)

Students who wish to take two semesters of calculus are advised to take the first two semesters of one of the three calculus sequences. It is also possible to follow 106 with 112 or 122, or, in exceptional circumstances (with consent of the instructor), with 214–217. Although 108 is normally a terminal course, students who do extremely well in it may take 112.

Switching between calculus sequences is often difficult, especially at the 200-level. Students should not attempt such a switch without consulting the associate chairman.

Because the department offers many courses with overlapping content, students must choose their courses carefully to ensure that they will receive credit for each course they take. Listed below are groups of courses with similar content. Students will receive credit for only one of the courses in each group.

105 and 107	
108 and ALS 115 (College of Agriculture and Life Sciences)	
106, 108, 111, 113, 191, 193	221 and 216
112, 122, and 192	216 and 192
214 and 293	217 and 122
216 and 294	221, 294, and 231
217 and 293	372 and 472
221 and 214	

Basic Sequences

103 Mathematics for Architects (also Architecture 221)

Fall. 3 credits.
Lec, T 10:10; 2 recs to be arranged.
Rudiments of calculus and introduction to vectors and matrices.

105 Finite Mathematics for Biologists (also Engineering T&AM 105)

Fall. 3 credits.
Prerequisite: three years of high school mathematics including trigonometry and logarithms.
Lecs, T R 12:20, plus 2 hours to be arranged.
Prelims: 7:30 p.m. Oct. 1, Oct. 29, Dec. 3.
Mathematical modelling, sets, functions, and graphing (including use of log and semi-log paper). Probability (with some applications to genetics). Vectors and matrices, Markov chains. Examples from biology are used.

106 Calculus for Biologists (also Engineering T&AM 106)

Spring. 3 credits. Prerequisite: Mathematics 105 or Mathematics 109 or ALS 115 or consent of instructor. (A strong background in functions is required.) Mathematics 111, rather than 106, is recommended for those planning to take Mathematics 112.
Lecs, T R 11:15, plus 2 hours to be arranged.
Prelims: 7:30 p.m. Feb. 18, Mar. 18, Apr. 22.
Introduction to differential and integral calculus, partial derivatives, elementary differential equations. Examples from biology are used.

107 Finite Mathematics

Fall. 3 credits.
Prerequisite: three years of high school mathematics, including at least two years of high school algebra. This course cannot be used toward fulfillment of the mathematics requirement for biology majors.
Lecs, T R 12:20 plus 2 hours to be arranged.
Prelims: 7:30 p.m. Oct. 1, Oct. 29, Dec. 3.
Functions, enumeration, permutations and combinations, probability, vectors and matrices, Markov chains.

108 Introduction to Calculus

Spring. 3 credits.
Intended primarily for students in the more descriptive areas of the social sciences. Prerequisite: three years of high school mathematics including

trigonometry and analytic geometry of the line and circle. Recommended: Mathematics 107. This course does not normally provide adequate preparation for any higher course in mathematics; nor can it be used toward fulfillment of the mathematics requirement for biology majors.*

Lecs, T R 12:20 plus 2 hours to be arranged.

Prelims: 7:30 p.m. Feb. 18, Mar. 18, Apr. 22.

Behavior of functions, introduction to differential and integral calculus, elementary differential equations.

109 Precalculus Mathematics

Fall. 3 transcript credits only; cannot be used toward graduation.

M W F 11:15.

This course is designed to prepare students for Mathematics 111 or 108. Algebra, trigonometry, logarithms, and exponentials are reviewed.

111 Calculus

Fall or spring. 4 credits. Intended for students who have a good background in high school mathematics but who have not studied calculus (see Mathematics 113). Prerequisite: Mathematics 109 or three years of high school mathematics including trigonometry.*
Fall: lecs, M W F 12:20, plus 2 hours to be arranged. Spring: lecs, M W F 11:15, plus 2 hours to be arranged. Prelims: fall, 7:30 p.m. Sept. 29, Oct. 27, Dec. 8; spring, 7:30 p.m. Feb. 16, Mar. 16, Apr. 20.

Plane analytic geometry, differentiation and integration of algebraic and trigonometric functions, applications of differentiation, logarithmic and exponential functions.

112 Calculus

Fall or spring. 4 credits.
Prerequisites: Mathematics 106 or 111 or 113 with a grade of C or better, or exceptional performance in Mathematics 108. Those who do extremely well in Mathematics 111 or 113 should take 122 instead of 112, unless they plan to continue with Mathematics 214–217.*
Fall: lecs, M W F 11:15, plus 2 hours to be arranged. Spring: lecs, M W F 10:10, 11:15, 12:20, plus 2 hours to be arranged. Prelims: fall, 7:30 p.m. Sept. 29, Oct. 27, Dec. 8; spring, 7:30 p.m. Feb. 16, Mar. 16, Apr. 20.

Applications of integration, techniques of integration, partial derivatives and external problems, multiple integrals.

113 Calculus

Fall. 4 credits. Prerequisite: Mathematics 109 or three years of high school mathematics, including trigonometry. This course covers the same material as Mathematics 111, but it is intended for students who have had enough calculus to be able to differentiate polynomial functions.*

Lecs, M W F 11:15 or 12:20, plus 2 hours to be arranged. Prelims: 7:30 p.m. Sept. 29, Oct. 27, Dec. 8.

122 Calculus

Fall or spring. 4 credits. Prerequisite: performance at a high level in Mathematics 111 or 113 or permission of the department. Students planning to continue with Mathematics 214–217 are advised to take 112 instead of this course.*
Fall: M W F 10:10, 11:15, or 12:20. Spring: M W F 9:05 or 10:10.
Differentiation and integration of elementary transcendental functions, the techniques of integration, applications, polar coordinates, infinite series, and complex numbers, as well as an introduction to proving theorems. The approach is more theoretical than in Mathematics 112.

191–193 Calculus for Engineers

Fall. 4 credits.

Prerequisite: three years of high school mathematics, including trigonometry. Mathematics 193 is a course parallel to 191 for students who have had a substantial amount of calculus in high school, but

*See the list of courses with overlapping content at the end of the introduction.

who did not place out of 191. Although the same topics will be covered in 193 as in 191, some may be treated in greater depth in 193.*

191: lecs, M W F 11:15, plus 2 hours to be arranged. 193: lecs, M W F 9:05 or 11:15, plus 2 hours to be arranged. Prelims: 7:30 p.m. Sept. 29, Oct. 27, Dec. 8.

Plane analytic geometry, differential and integral calculus, and applications.

192 Calculus for Engineers Fall or spring. 4 credits. Prerequisite: Mathematics 191 or 193.*

Fall: lecs, M W F 9:05 or 11:15 plus 2 hours to be arranged. Spring: lecs, M W F 9:05 or 11:15, plus 2 hours to be arranged. Prelims: fall, 7:30 p.m. Sept. 29, Oct. 27, Dec. 8; spring, 7:30 p.m. Feb. 16, Mar. 16, Apr. 20.

Transcendental functions, technique of integration and multiple integrals, vector calculus, analytic geometry in space, partial differentiation, applications.

214–215–216–217 Fall or spring: 1 credit each. Prerequisite: Mathematics 112 or 122. These courses are taught as a unified third-semester calculus package, but students may register for any subset of these courses in accordance with their interests and needs *subject to the credit regulations explained at the end of the introduction*. Students in doubt about their choices should consult their advisers and the course instructors. The courses are offered in sequence (though not necessarily in numerical order) through the semester, and each lasts three to four weeks. The expected order is Mathematics 216, 217, 214, 215, but some variation is possible. (Note: 217 is prerequisite to 214 and 215.)

Lecs, M W F 10:10, plus 2 hours to be arranged. All students should attend the first lecture of the semester to learn the order in which the course will be taught, the dates for each course, the examination dates, and the structure of the whole. Prelims will be given some evenings at 7:30 p.m.

214 Introduction to Differential Equations

Prerequisite: Mathematics 217 or equivalent material from Mathematics 122.

Simple first- and second-order equations with applications; series solutions. See also the entire 214–215–216–217 description above.

215 Differential Equations (continued)

Prerequisites: Mathematics 214 and 217 or equivalent material from Mathematics 122 or 293. Introduction to numerical methods of solution, systems of differential equations, elementary partial differential equations, and boundary value problems. Applications. See also the entire 214–215–216–217 description above.

216 Vector Analysis

Vectors, vector valued functions. Line integrals. See also the entire 214–215–216–217 description above.

217 Infinite Series and Complex Numbers

See the entire 214–215–216–217 description above.

221 Linear Algebra and Calculus Fall or spring. 4 credits. Prerequisite: Mathematics 122 with a grade of B or better, or permission of instructor. Students who obtain permission to use Mathematics 112 as prerequisite should take Mathematics 217 and 221 concurrently.*

Fall: M W F 9:05, 10:10, or 11:15. Spring M W F 10:10 or 11:15.

Linear algebra and differential equations. Topics include vector algebra, linear transformations, matrices, linear differential equations, as well as an introduction to proving theorems.

222 Calculus Fall or spring. 4 credits. Prerequisite: Mathematics 221.

Fall, M W F 11:15 or 12:20; spring, M W F 9:05 or 10:10 or 11:15.

Vector differential calculus, calculus of functions of several variables, multiple integrals.

293 Engineering Mathematics Fall or spring.

3 credits. Prerequisites: Mathematics 192 or 194 plus a knowledge of computer programming equivalent to that taught in Engineering DBS 105. In exceptional circumstances, Mathematics 192 and 293 may be taken concurrently.*

Fall: lecs, M W 10:10, 11:15, or 12:20, plus an hour to be arranged. Spring: lecs, M W 10:10 or 12:20, plus an hour to be arranged. Prelims: fall, 7:30 p.m. Oct. 6, Nov. 5, Dec. 8; spring, 7:30 p.m. Feb. 25, Mar. 23, Apr. 27.

Infinite series, complex numbers, first and second order ordinary differential equations with applications in the physical and engineering sciences.

294 Engineering Mathematics Fall or spring.

4 credits. Prerequisite: Mathematics 293.*

Fall: lecs, M W F 10:10 or 12:20, plus an hour to be arranged. Spring: lecs, M W F 10:10, 11:15, or 12:20, plus an hour to be arranged. Prelims: fall, 7:30 p.m. Oct. 6, Nov. 5, Dec. 8; spring, 7:30 p.m. Feb. 25, Mar. 23, Apr. 27.

Vector spaces and linear algebra, matrices, eigenvalue problems and applications to systems of linear differential equations. Vector calculus. Boundary value problems and introduction to Fourier series.

General Courses

Students who want a general introductory mathematics course are advised to take Mathematics 107–108, described above.

[100 History of Mathematics Spring. 3 credits.

Intended for freshmen and sophomores. Limited to 50 students. Prerequisite: high school geometry. If this course is taken to satisfy part of the distribution requirement, it is to be treated in the same way as Mathematics 403 (consult the distribution requirement section at the beginning of the College of Arts and Sciences section). Not offered 1981–82.]

401 Honors Seminar Fall or spring. 4 credits.

Prerequisite: permission of instructor. Students will discuss selected topics under the guidance of one or more members of the staff.

403 History of Mathematics Spring. 4 credits.

Prerequisite: one term of calculus and permission of instructor.

T R 10:10–11:25.

Topics in mathematics from antiquity to the present.

[408 Development of Modern Mathematical Thought Spring. 4 credits.

Limited to students who are completing a major in mathematics or in a related subject with a strong concentration in mathematics. Prerequisites: Mathematics 411 or 421, and 431 or 231. Not offered 1981–82.

Selected topics tracing the development of mathematics from antiquity to the present (including harmonic analysis and music, calculus, foundations, and modern physics), chosen to shed light on general questions such as: What is mathematics? How does it develop? How does it relate to other areas of knowledge? Students will be expected to write expository papers.]

690 Supervised Reading and Research Variable credit (up to 6 credits each term).

Applied Mathematics and Differential Equations

[305 Mathematics in the Real World Not offered 1981–82. See Engineering OR&IE 431.]

421 Applicable Mathematics Fall or spring.

4 credits. Prerequisites: high level of performance in Mathematics 294, or 217 and 222, or 214–217 and 231. Graduate students who need mathematics extensively in their work and who have had a solid

advanced calculus course and complex variables course as undergraduates should take Mathematics 515–516. With less preparation, they should take Mathematics 421–422–423. Students who have not had infinite series, some linear algebra, and some ordinary differential equations should take Mathematics 214–217, 231, and then Mathematics 421–422–423.

T W R F 12:20. Evening prelims may be scheduled. Theorems of Stokes, Green, Gauss, etc. Sequences and infinite series. Fourier series and orthogonal functions. Ordinary differential equations. Solution of partial differential equations by separation of variables.

422 Applicable Mathematics Spring. 4 credits.

Prerequisite: Mathematics 421.

T W R F 12:20. Evening prelims may be scheduled. Complex variables. Generalized functions. Fourier transforms, Laplace transforms. Partial differential equations.

423 Applicable Mathematics Fall. 4 credits.

Prerequisite: Mathematics 421; however, students who have not taken 422 should talk to the instructor before taking this course.

T W R F 12:20.

Normed vector spaces. Elementary Hilbert space theory. Projections. Fredholm's alternative. Eigenfunction expansions. Applications to elliptic partial differential equations, and to integral equations.

425 Numerical Solutions of Differential Equations Spring. 4 credits.

Prerequisites: Mathematics 222 or 294, one course numbered 300 or higher in mathematics, and Computer Science 321, or consent of the instructor. This course is a natural sequel to Computer Science 321.

M W F 11:15.

Methods and basic theory for the numerical solution of ordinary and partial differential equations. Linear multistep methods, Runge-Kutta methods, and the problem of stiffness for ordinary differential equations. Finite difference methods and Galerkin finite element methods for partial differential equations. Homework will involve use of a computer.

[427 Introduction to Ordinary Differential Equations Fall. 4 credits.

Prerequisite: Mathematics 222 or 294, or permission of instructor. Offered alternate years. Not offered 1981–82.

Covers the basic existence, uniqueness, and stability theory together with methods of solution and methods of approximation. Topics include singular points, series solutions, Sturm-Liouville theory, transform methods, approximation methods, and application to physical problems.]

428 Introduction to Partial Differential Equations Spring. 4 credits.

Prerequisite: Mathematics 222 or 294 or permission of instructor.

T R 10:10–11:25.

Topics selected from: first-order quasilinear equations, classification of second-order equations, characteristics. Laplace, heat and wave equations with emphasis on maximum principles, existence, uniqueness, stability. Fourier series methods, approximation methods.

Analysis

311 Elementary Analysis Fall. 4 credits.

Prerequisites: Mathematics 214–217. The material of mathematics 311 is similar to that of 411 below, but is taught at a more elementary level and at a slower pace. A student may not receive credit for both Mathematics 311 and 411 or 413. Will not be offered after 1981–82.

M W F 9:05.

A careful study of topology of the real line. Continuous functions of one real variable. Differentiation and integration of such functions.

411–412 Introduction to Analysis 411, fall; 412, spring. 4 credits each term. Prerequisite: Mathematics 222. Students who need measure theory and Lebesgue integration for advanced probability courses should take Mathematics 413–414, or arrange to audit the first few weeks of Mathematics 521. Undergraduates who plan to attend graduate school in mathematics should take 413–414.

T R 8:40–9:55.

An introduction to the theory of functions of real variables, stressing rigorous logical development of the subject rather than technique of applications. Topics include Euclidean spaces, the real number system, continuous and differentiable functions, Riemann integral, uniform convergence and approximation theorems, Fourier series, calculus in several variables, and differential forms.

413–414 Introduction to Analysis 413, fall; 414, spring. 4 credits each. Prerequisite: Mathematics 222.

T R 8:40–9:55.

Honors version of Mathematics 411–412. Metric spaces are included in 413, and 413 proceeds at a faster pace than 411. The second semester includes an introduction to the Lebesgue integral.

418 Introduction to the Theory of Functions of One Complex Variable Spring. 4 credits.

Prerequisite: Mathematics 222 or 294 or 214–217. May be offered only in alternate years.

A rigorous introduction to complex variable theory. Complex numbers. Differential and integral calculus for functions of a complex variable including Cauchy's theorem and the calculus of residues. Elements of conformal mapping.

Algebra

231 Linear Algebra Spring. 3 credits. Prerequisite: one year of calculus.*

M W F 10:10.

Vectors, matrices, and linear transformations, affine and Euclidean spaces, transformation of matrices, and eigenvalues.

332 Algebra and Number Theory Spring only (will be offered only in the fall starting in 1982–83). 4 credits. Prerequisite: one year of calculus. (Also one course from 221, 231, and 294, effective 1982–83.) Mathematics 332 does not satisfy prerequisites for courses numbered 500 and above.

M W F 12:20 (1982–83); M W F 9:05.

Various topics from modern algebra and number theory, usually including rings, fields, and finite groups. Motivation and examples are derived mostly from geometry, arithmetic, and congruence problems on the integers.

336 Applicable Algebra Spring. 4 credits.

Prerequisites: Mathematics 221, or 294, or 217 and 231.

M W F 9:05.

An introduction to concepts and methods of abstract algebra that are of importance in science and engineering. Applications of the theory to concrete problems will be stressed. Each year the course will treat aspects of the following topics: partially ordered sets, lattices, graph theory, and Boolean algebras; finite machines and languages; applications of groups, fields, and modular arithmetic, such as Latin squares, elementary coding theory, or fast Fourier transform; difference equations. Additional topics may be chosen by the instructor.

431–432 Introduction to Algebra 431, fall; 432, spring. 4 credits each. Prerequisite: Mathematics 221 or 231. Undergraduates who plan to attend graduate school in mathematics should take 433–434.

M W F 10:10.

431: An introduction to linear algebra, including the study of vector spaces, linear transformations, matrices, and systems of linear equations; quadratic forms and inner product spaces; canonical forms for various classes of matrices and linear

transformations; determinants.

432: An introduction to various topics in abstract algebra, including groups, rings, fields, factorization of polynomials and integers, congruences, and the structure of finitely generated modules over Euclidean domains with application to canonical forms of matrices.

433–434 Introduction to Algebra 433, fall; 434, spring. 4 credits each. Prerequisite: Mathematics 221 or 231.

M W F 10:10.

Honors version of 431–432. Mathematics 433–434 will be more theoretical and rigorous than 431–432 and will include additional material, such as multilinear and exterior algebra.

Geometry and Topology

451–452 Classical Geometries 451, fall; 452, spring. 4 credits each term. Prerequisite: 221 or 231 or permission of instructor. Mathematics 452 may be offered only in alternate years.

M W F 11:15.

Foundations of geometry. Various geometric topics, including Euclidean, non-Euclidean, and projective geometry and rigidity theory.

453 Introduction to Topology Fall. 4 credits.

Prerequisites: Mathematics 411 and 221, or permission of instructor.

M W F 12:20.

Basic point set topology, connectedness, compactness, metric spaces, fundamental group. Application of these concepts to surfaces such as the torus, the Klein bottle, the Möbius band.

454 Introduction to Differential Geometry Spring. 4 credits. Prerequisite: Mathematics 222 or 294.

(Mathematics 453 is not a prerequisite.)

M W F 12:20.

Differential geometry of curves and surfaces. Curvature, geodesics, differential forms. Introduction to n -dimensional Riemannian manifolds. This material provides some background for the study of general relativity; connections with the latter will be indicated.

Probability and Statistics

372 Elementary Statistics Spring. 4 credits.

Prerequisites: one year of calculus; also Computer Science 100, or 101, or 108, or permission of instructor. A terminal course for students who will take no further courses in statistics.*

M W F 9:05. Prelims: 7:30 p.m. Feb. 18, Mar. 18,

Apr. 22.

Introduction to the principles underlying modern statistical inference, to the practical application of statistical techniques, and to the rationale underlying the choice of statistical methods in various situations. Topics in probability that are essential to an understanding of statistics. Homework involves statistical analysis of data sets on hand calculators and on a computer by means of packaged programs.

471 Basic Probability Fall. 4 credits. Prerequisite: Mathematics 221. May be used as a terminal course in basic probability. Intended primarily for those who will continue with Mathematics 472.

Lecs, M W F 11:15, rec, R 12:20. Prelims: 7:30 p.m. Oct. 1, Oct. 29, Dec. 3.

Topics covered include combinations, important probability laws, expectations, moments, moment-generating functions, limit theorems. Emphasis is on diverse applications and on development of use in statistical applications. See also the description of Mathematics 571.

472 Statistics Spring. 4 credits. Prerequisite: Mathematics 471 and knowledge of linear algebra such as taught in Mathematics 221.*

M W F 11:15. Prelims: 7:30 p.m. Feb. 18, Mar. 18, Apr. 22.

Classical and recently developed statistical procedures are discussed in a framework that emphasizes the basic principles of statistical inference and the rationale underlying the choice of these procedures in various settings. These settings include problems of estimation, hypothesis testing, large sample theory.

473 Further Topics in Statistics Fall. 4 credits.

Prerequisite: Mathematics 472 or 574. (For corresponding subject matter taught in more detail, see description of Mathematics 573 and 675.)

M W F 9:05.

More detailed discussion of some of the topics not covered at length in Mathematics 472. Design and analysis of experiments. Multivariate analysis. Nonparametric inference; robustness. Sequential analysis.

Mathematical Logic

381 Elementary Mathematical Logic Spring. 4 credits. Prerequisite: Mathematics 122.

M W F 11:15.

Propositional and predicate logic. Completeness and incompleteness theorems. Set theory.

Graduate Courses

Students interested in taking graduate courses in mathematics should consult the department for further course details, times, and possible changes in courses as described below.

511–512 Real and Complex Analysis First term: measure and integration, functional analysis. Second term: complex analysis, Fourier analysis, and distribution theory.

515–516 Mathematical Methods in Physics 515,

fall; 516, spring. 4 credits each. Intended for graduate students in physics or related fields who have had a strong advanced calculus course and at least two years of general physics. A knowledge of the elements of finite dimensional vector space theory, complex variables, separation of variables in partial differential equations, and Fourier series will be assumed. The course overlaps with parts of Mathematics 421–422–423. Undergraduates will be admitted only with permission of instructor. Mathematics 515 is a prerequisite for 516.

T W R 12:20.

Topics designed to give a working knowledge of the principal mathematical methods used in advanced physics. A brief discussion of some basic notions: metric space, vector space, linearity, continuity, integration. Generalized functions (Schwartz distributions). Fourier series and Fourier integrals. Saddle point method. Linear operators. Differential operators and integral operators, the equations and eigenvalue problems connected with them and the special functions arising from them. Elements of group theory. The rotation group and its representations.

517–518 Ordinary Differential Equations

Basic theory of ordinary differential equations.

[519–520 Partial Differential Equations Not offered 1981–82.]

521 Elementary Functional Analysis

Elementary set theory and topology, Banach and Hilbert spaces, measure and integration. Graduate students in mathematics should take Mathematics 613 for functional analysis.

522 Applied Functional Analysis

Spectral theorem for bounded operators, spectral theory for unbounded operators in Hilbert space, compact operators, distributions. Applications.

527 Analysis of Numerical Methods for Partial Differential Equations

Tools for analyzing practical numerical methods, especially with regard to asymptotic convergence. Finite difference and finite element method.

531-532 Algebra

531: finite groups, field extensions, Galois theory, rings and algebras, tensor and exterior algebra. 532: Wedderburn structure theorem, Brauer group, group cohomology, Ext, Dedekind domains, primary decomposition, Hilbert basis theorem, local rings. Additional topics selected by instructor.

537 Elementary Number Theory Prerequisites: Mathematics 432 and 412.

Introduction to number theory suitable for first-year graduate students and advanced undergraduates. Choice of topics discussed depends on the instructor. In previous years the text has been *A Course in Arithmetic* by J. P. Serre; the topics covered have included quadratic forms, quadratic reciprocity, and modular forms.

549-550 Lie Groups and Differential Geometry.**551 Introductory Algebraic Topology**

Fundamental group and covering spaces. Homology and cohomology theories for complexes and spaces.

552 Differentiable Manifolds Prerequisites:

advanced calculus and knowledge of what a manifold is. The first portion of this course is a rapid introduction to differential geometry. Topics covered include tangent spaces, differential forms, bundles, Lie groups, metrics, connections, curvature, parallel translation, submanifolds, geodesics, exponential map, conjugate points, and Jacobi fields. The second portion will concentrate on several more advanced topics, chosen, for example, from among the following: minimal submanifolds, symplectic structures, complex manifolds, characteristic classes, relations with topology, positive and negative curvature, Yang-Mills, rigidity, general relativity, symmetric spaces, equivariant geometry, or the spectrum of the Laplacian.

[561 Geometric Topology Not offered 1981-82.

Topics from general topology. Introduction to geometric properties of manifolds.]

571-572 Probability Theory Prerequisites: a knowledge of Lebesgue integration theory, at least on the real line. Students can learn this material by taking parts of Mathematics 413-414 or 521.

Properties and examples of probability spaces. Sample space, random variables, and distribution functions. Expectation and moments. Independence, Borel-Cantelli lemma, zero-one law. Convergence of random variables, probability measures, and characteristic functions. Law of large numbers. Selected limit theorems for sums of independent random variables. Markov chains, recurrent events. Ergodic and renewal theorems. Martingale theory. Brownian motion and processes with independent increments.

571-574 Probability and Statistics This course is

a prerequisite to all advanced courses in statistics. First term: same as Mathematics 571. Second term (574): topics include an introduction to the theory of point estimation, consistency, efficiency, sufficiency, and the method of maximum likelihood; the classical tests of hypotheses and their power; the theory of confidence intervals; the basic concepts of statistical decision theory; the fundamentals of sequential analysis. Intended to furnish a rigorous introduction to mathematical statistics.

[573 Experimental Design, Multivariate Analysis Not offered 1981-82.

Rationale for selection of experimental designs and algorithms for constructing optimum designs.

Optimum properties and distribution theory for classical analysis of variance procedures and their simplest multivariate analogues.]

575 Sequential Analysis, Multiple Decision Problems

[577 Nonparametric Statistics Prerequisite: a course in mathematical statistics such as Mathematics 574. Not offered 1981-82. A study of nonparametric techniques, especially order statistics, rank order statistics, scores, local optimality properties, and perhaps some asymptotic theory.]

581 Logic

Basic topics in mathematical logic including propositional and predicate calculus; formal number theory and recursive functions; completeness and incompleteness theorems.

611-612 Seminar in Analysis**613 Functional Analysis**

Topological vector spaces. Banach and Hilbert spaces, Banach algebras. Additional topics to be selected by instructor.

615 Fourier Analysis**[622 Riemann Surfaces** Not offered 1981-82.]**[623 Several Complex Variables** Not offered 1981-82.]**627 Seminar in Partial Differential Equations****631-632 Seminar in Algebra**

[635 Topics in Algebra I Not offered 1981-82. Selection of advanced topics from algebra, algebraic number theory, and algebraic geometry. Course content varies.]

[637 Algebraic Number Theory Not offered 1981-82.]

[639 Topics in Algebra II Not offered 1981-82. Selection of advanced topics from algebra, algebraic number theory, and algebraic geometry. Course content varies.]

640 Homological Algebra**651-652 Seminar in Topology****653-654 Algebraic Topology**

Duality theory in manifolds, applications, cohomology operations, spectral sequences, homotopy theory, general cohomology theories, categories and functors.

657-658 Advanced Topology

Selection of advanced topics from modern algebraic, differential, and geometric topology. Course content varies.

[661-662 Seminar in Geometry Not offered 1981-82.]**667 Algebraic Geometry****670 Topics in Statistics**

A course taught occasionally to cover special topics in theoretical statistics not treated in other listed courses. Typical of the subjects that will be treated are time series analysis, and classification and cluster analysis.

671-672 Seminar in Probability and Statistics**[674 Multivariate Analysis** Not offered 1981-82.]**[675-676 Statistical Decision Theory** Not offered 1981-82.]**677-678 Stochastic Processes****681-682 Seminar in Logic**

[683 Model Theory Not offered 1981-82.]

684 Recursion Theory

Theory of effectively computable functions. Classification of recursively enumerable sets. Degrees of recursive unsolvability. Applications to logic. Hierarchies. Recursive functions of ordinals and higher type objects. Generalized recursion theory.

685 Metamathematics

Topics in metamathematics. Course content varies.

687 Set Theory

Models of set theory. Theorems of Gödel and Cohen, recent independence results.

690 Supervised Reading and Research

Modern Languages and Linguistics

R. L. Leed, chairman. Offers courses in linguistics (the study of the structure of language) and elementary, intermediate, and advanced courses in the minor as well as the major languages of Europe, and south, southeast, and east Asia. Students take these courses because they are interested in the structures of language, or because they are interested in the area in which the language is spoken. Some people have the notion that a single year of an "exotic" language is not worthwhile, but that has not been the experience for students here. Students who wish to gain fluency in a year will be interested in the Full-Year Asian Language Concentration (FALCON), a program that is unique among the offerings of American universities and has demonstrated the efficacy of intensive work in Chinese, Japanese, and Indonesian.

See Modern Languages, Literatures, and Linguistics, below.

Modern Languages, Literatures, and Linguistics

Courses in modern languages, literatures, and linguistics are offered by various departments of the college. Most courses in modern languages and linguistics are offered by the Department of Modern Languages and Linguistics. Language, literary, and cultural courses are also offered by the following departments:

Language	Department
Akkadian, Arabic, Aramaic	Near Eastern Studies
Chinese literature	Asian Studies
French literature	Romance Studies
Germanic literature	German Literature
Greek	Classics
Hebrew	Near Eastern Studies
Italian literature	Romance Studies
Japanese literature	Asian Studies
Latin	Classics
Russian literature	Russian literature
Spanish literature	Romance Studies
Swahili	Africana Studies and Research Center

Arabic

See Department of Near Eastern Studies.

Burmese

101–102 Elementary Course 101, fall; 102, spring. 6 credits each term. Prerequisite for Burmese 102: 101 or equivalent.

Hours to be arranged. R. B. Jones.
A semi-intensive course for beginners or for those who have been placed in the course by examination. The purpose of the course is to give a thorough grounding in all the language skills: listening, speaking, reading, and writing.

201–202 Burmese Reading 201, fall; 202, spring. 3 credits each term. Prerequisites: for Burmese 201: qualification in Burmese; for 202, Burmese 201.
Hours to be arranged. R. B. Jones.

203–204 Composition and Conversation 203, fall; 204 spring. 3 credits each term. Prerequisites: for Burmese 203, qualification in Burmese; for 204, Burmese 203.

Hours to be arranged. R. B. Jones.

301–302 Advanced Burmese Reading 301, fall; 302, spring. 4 credits each term. Prerequisites: for Burmese 301, Burmese 202 or permission of instructor.

Hours to be arranged. R. B. Jones.
Selected Burmese readings in various fields.

Cambodian

101–102 Elementary Course 101 fall; 102, spring. 6 credits each term. Prerequisite for 102: 101 or equivalent.

Hours to be arranged. F. E. Huffman.

201–202 Cambodian Reading 201, fall; 202, spring. 3 credits each term. Prerequisites: for Cambodian 201, qualification in Cambodian; for 202, Cambodian 201.

Hours to be arranged. F. E. Huffman.

203–204 Composition and Conversation 203, fall; 204, spring. 3 credits each term. Prerequisites: for Cambodian 203, qualification in Cambodian; for 204, Cambodian 203.

Hours to be arranged. F. E. Huffman.

301–302 Advanced Cambodian 301, fall; 302, spring. 4 credits each term. Prerequisites: for Cambodian 301, Cambodian 201–202 or the equivalent; for 302, Cambodian 301.

Hours to be arranged. F. E. Huffman.

401–402 Directed Individual Study 401, fall; 402, spring. 4 credits each term. For advanced students. Prerequisite: permission of instructor.

Hours to be arranged. F. E. Huffman.

404 Structure of Cambodian Spring only. 4 credits. Prerequisite: Linguistics 101–102 or equivalent.

Hours to be arranged. F. E. Huffman.

Cebuano (Bisayan)

101–102 Basic Course 101, fall; 102, spring. Offered according to demand. 6 credits each term. Prerequisite for Cebuano 102: 101 or equivalent.

Hours to be arranged. J. U. Wolff.
A semi-intensive course for beginners.

Chinese

Languages and Linguistics

101–102 Elementary Course 101, fall; 102, spring. 6 credits each term. Prerequisite for Chinese 102: 101 or equivalent.

Lecs, M W F 9:05; drill, M–F 8 or 2:30. C. Ross, P. Wang, and staff.

A semi-intensive course for beginners or for those who have been placed in the course by examination. The course gives a thorough grounding in all the language skills: listening, speaking, reading, and writing.

111–112 Cantonese Basic Course 111, fall; 112, spring. 6 credits each term. Prerequisite: permission of instructor.

Lecs, T R 11:15; drill, M–F 10:10. J. McCoy, S. Fessler.
Conversation in standard Cantonese and readings in modern expository Chinese with Cantonese pronunciation.

201–202 Intermediate Chinese I 201, fall; 202, spring. 4 credits each term. Prerequisite: qualification in Chinese.

M–F 9:05 or 11:15. P. Wang and staff.

203–204 Chinese Conversation 203, fall; 204, spring. 1 credit each term; may be repeated for credit. Prerequisite: Chinese 101–102. S–U grades only.

Two class hours: M W 1:25. Staff.

211–212 Intermediate Cantonese I 211, fall; 212, spring. 4 credits each term. Prerequisite Cantonese 112 or permission of instructor.

Hours to be arranged. S. Fessler.

213–214 Introduction to Classical Chinese 213, fall; 214, spring. 3 credits each term. Prerequisite: qualification in Chinese or permission of instructor.

This course may be taken concurrently with Chinese 101–102, 201–202, or 301–302.

213: M W 11:15, plus 1 hour to be arranged. 214: hours to be arranged. Staff.

301–302 Intermediate Chinese II 301, fall; 302, spring. 4 credits each term. Prerequisite for Chinese 301: 202 or equivalent. Prerequisite for Chinese 302: 301.

M W F 11:15. P. Wang.
Readings and drill in modern expository Chinese.

303–304 Chinese Conversation—Intermediate 303, fall; 304, spring. 1 credit each term. S–U grades only. Prerequisite: Chinese 201–202. May be repeated for credit.

T R 1:25. Staff.
Guided conversation and oral composition and translation. Corrective pronunciation drill.

311–312 Intermediate Cantonese II 311, fall; 312, spring. 4 credits each term. Prerequisite: Cantonese 212 or permission of instructor.

Hours to be arranged. S. Fessler.

315–316 Chinese Composition 315, fall; 316, spring. 4 credits each term. Prerequisite: Chinese 202 or 212.

M W F 10:00. P. Ni.
Special emphasis on developing the style and vocabulary of modern written Chinese through practice and example.

401 History of the Chinese Language Fall or spring, according to demand. 4 credits. Prerequisite: permission of instructor.

Hours to be arranged. J. McCoy, C. Ross.
Survey of phonological and syntactic developments in Chinese.

403 Linguistics Structure of Chinese: Phonology and Morphology Fall or spring according to demand. 4 credits. Prerequisite: permission of instructor.

Hours to be arranged. C. Ross.
Introductory course in the structure of modern Mandarin Chinese.

[404 Linguistic Structure of Chinese: Syntax Fall or spring, according to demand. 4 credits. Prerequisite: permission of instructor. Not offered 1981–82.

C. Ross.
Syntax of modern Mandarin Chinese.]

405 Chinese Dialects Fall, according to demand. 4 credits. Prerequisite: permission of instructor.

Hours to be arranged. J. McCoy.
Introductory survey of modern dialects and their distinguishing characteristics.

411–412 Readings in Modern Chinese Literature 411, fall; 412, spring. 4 credits each term. Prerequisite: Chinese 302.

M W F 1:25. P. Ni.

607 Chinese Dialect Seminar Fall or spring, according to demand. 4 credits. Prerequisite: Chinese 405 and permission of instructor.

Hours to be arranged. J. McCoy.
Analysis or field techniques or both in a selected dialect area.

FALCON Program

J. McCoy, 302 Morrill Hall, 256–6457

161–162 Intensive Mandarin Course 161, fall (parallels first 16 credits of instruction in regular program); 162, spring (parallels second 16 credits of instruction in regular program). Prerequisite: permission of instructor.

J. McCoy and staff.

Dutch

131–132 Reading Course 131, fall; 132, spring. 3 credits each term. Prerequisite: permission of instructor.

Hours to be arranged. F. C. Van Coetsem.

Seminar in Dutch Linguistics (German 740)

English

102 English as a Second Language Fall. 6 credits. Prerequisite: placement by the instructor.

M–F 9:05. M. Martin.
Intermediate spoken and written English with emphasis on speaking, understanding, and reading.

103 English as a Second Language Spring. 3 credits. Prerequisite: English 102 or placement by the instructor.

M W F 2:30–3:35. M. Martin.
Designed for those who have completed English 102 and who require or desire further practice. Emphasis is on developing control of written as well as spoken language.

211–212 English as a Second Language 211, fall; 212, spring. 3 credits each term. Prerequisite: placement by the instructor.

M W F 10:10, 11:15, 2:30, 3:35; T R 2:30–4. M. Martin.
Advanced reading and writing with emphasis on improving vocabulary and control of college-level written English.

213 English for Non-Native Speakers Spring. 3 credits. Prerequisite: placement by the instructor.

T R 10:10; plus a weekly interview. M. Martin.
Designed for those whose writing fluency is sufficient for them to carry on regular academic work, but who feel the desire for refining and developing their ability to express themselves clearly and effectively. As much as possible, students receive individual attention.

Freshman Seminar

215–216 English for Later Bilinguals 215, fall; 216, spring. 3 credits each term. Not designed for students whose schooling has been entirely in English.

M W F 2:30. M. Martin.

A course designed to strengthen the English language skills of students who have studied for one to five years in American high schools and whose language in the homes is not English. Intensive work in written English is offered, with emphasis on sentence structure, cohesion, vocabulary expansion, maturity of style, and grammatical structure and pronunciation.

French

J. Béreaud, chairman; N. Furman, director of undergraduate studies (literature); 278A Goldwin Smith Hall, 256–4766. D. Brewer, A. M. Colby-Hall, I. Daly, D. I. Grossvogel, J. Herschensohn, R. Klein, P. Lewis, S. A. Littauer, E. P. Morris, J. S. Noblitt, A. Seznec, L. R. Waugh

The Major

The major in French is designed to give students proficiency in the oral and written language, to acquaint them with French literature and culture, and to develop skills in literary and linguistic analysis.

While prospective majors should try to plan their programs as far ahead as possible, no student will be refused admission merely because of a late start. It is even possible for a student to begin French at Cornell and become a major. Students wishing to major in French should consult the director of undergraduate studies, Professor Furman, Department of Romance Studies, who will admit them to the major. After their admission, students will choose an adviser from among the French faculty. Students interested in the linguistics option should consult Professor Waugh, Department of Modern Languages and Linguistics.

The major has a core, required of all majors, and two options which attempt to reflect the variety of student interests, yet maintain the focus for a coherent and substantial program of studies.

The Core

- 1) All majors are expected to acquire a sound degree of competence in language. This competence is demonstrated by the successful completion of French 312 or by the passing of a special examination to be taken no later than the end of the junior year. A typical program will involve two semesters of language at the 200 level (to be taken no later than the end of the sophomore year) and two semesters of language at the 300 level (311–312). Students may bypass any part of the sequence through placement examinations.
- 2) In addition, all majors are expected to take French 201 and French 202. At least one of these should be completed successfully no later than the end of the sophomore year.

The Options

The following groups intentionally overlap in part, yet each is intended to emphasize different aspects of French culture.

The literature option

- 1) The successful completion of six additional courses in French literature or civilization at the 300 level or above. These courses will be selected in consultation with the student's major adviser and will normally include at least one course from each of the three major periods of French literature (medieval to Renaissance, the seventeenth and eighteenth centuries, and the nineteenth and twentieth centuries).

- 2) The successful completion of two related courses in one of the following: (a) French literature; (b) French linguistics; (c) French history, culture, music, or history of art or architecture; (d) courses in linguistic theory, history of language, psycholinguistics, or philosophy of language.

The linguistic option

- 1) The successful completion of six courses in French and general linguistics (in addition to Linguistics 101–102). These courses will include at least one course in the history of French and one course in the structure of French.
- 2) The successful completion of two courses (preferably a sequence) in one of the following: (a) French literature and civilization; (b) psycholinguistics; (c) philosophy of language, (d) anthropological linguistics.

Whatever option a student chooses, he or she is urged to take advantage of the ample flexibility offered by the French major. Students who wish to pursue careers in business, law, medicine, or teaching may coordinate their work with preprofessional programs. Similarly, interdisciplinary work is strongly encouraged; students may elect to enrich their major with related courses in history, archaeology, Classics, comparative literature, English and American literature, anthropology, music, history of art, philosophy, government, linguistics, and other literatures and languages.

Study abroad. French majors may study in France for a semester or a year during their junior year under any of the several study-abroad plans that are recognized by the Departments of Romance Studies and Modern Languages and Linguistics and allow for the transfer of credit. The director of undergraduate studies has information about such plans.

Honors. The honors program encourages well-qualified students to do independent work in French, outside the structure of courses. The preparation of the senior honors essay, generally involving three terms, provides a unique learning opportunity since it allows for wide reading, careful outlining, and extensive rewriting to a degree not practically possible in the case of course papers. At each stage of their work, the students will have regular weekly meetings with faculty tutors.

No special seminars or courses are required of honors students. The junior tutorial (ordinarily two terms) will be devoted to intensive study of selected problems or authors and to the choice of a topic for the honors essay; the senior tutorial is devoted to the writing of that essay. Honors students may be released from one or two courses in either the junior or senior year to have adequate time for honors work. (Credit is obtained by enrolling in French 419–420.) Students will take an informal oral examination at the end of the senior year. Honors students are selected on the basis of their work in French language and literature courses in the freshman and sophomore years. Students interested should consult Professor Morris for details no later than the spring term of the sophomore year, and earlier if possible. Honors work in French linguistics will be supervised by Professor Waugh.

Fees. Depending on the course, a small fee may be charged for copies of texts for course work.

Languages and Linguistics

121–122 Elementary Course 121, fall; 122, spring. 4 credits each term. Intended for beginners or students placed by examination. Prerequisite for French 122: 121 or equivalent. Students who obtain a CPT score of 560 after French 121–122 attain qualification and may enter the 200-level sequence; otherwise French 123 is required for qualification. Lec, R 9:05, 10:10, 11:15 or 1:25; drills, M T W F 8, 9:05, 10:10, 11:15, 12:20, 1:25, 2:30, or 3:35. J. Noblitt, N. Gaenslen.

A thorough grounding in all the language skills is given: listening, speaking, reading, and writing. Language practice is in small groups. Lectures cover grammar, reading, and cultural information.

123 Continuing French Fall or spring. 4 credits. Limited to students who have previously studied French and have a CPT achievement score between 450 and 559. Satisfactory completion of French 123 fulfills the qualification portion of the language requirement.

Lec, T 10:10 or 12:20; drills, M W R F 8, 9:05, 10:10, 11:15, 12:20, 1:25, 2:30, or 3:35.

J. Herschensohn.

An all-skills course designed as the final course in the sequence. A review of grammar is included in addition to reading, writing, and conversation.

200 Intermediate Course: Language and Literature Fall or spring. 3 credits. Prerequisite: qualification in French with a CEEB score no higher than 629. Offered by the Department of Romance Studies.

Fall: M W F 9:05 or 12:20 or T R 8:40. Spring: M W F 9:05, 12:20 or T R 10:10–11:25. Staff.

Designed to provide an introductory examination of contemporary French culture and literature. Texts read and discussed are selected for their cultural and humanistic value. Grammar is reviewed, and emphasis is on linguistic and analytic skills.

203 Intermediate Composition and Conversation Fall or spring. 3 credits. Prerequisite: qualification in French.

Lec, T 11:15 or 1:25, W 2:30, or R 11:15; drills, M W F 8, 9:05, 10:10, 11:15, 12:20, 1:25, or 2:30. I. Daly.

Emphasis on conversation. Weekly grammar review in addition to composition.

204 Intermediate Composition and Conversation Fall or spring. 3 credits. Enrollment limited. Prerequisite: French 203 or 211, or placement by Advanced Standing Examination offered by the Department of Modern Languages and Linguistics or the Department of Romance Studies. Taught in French.

Fall: Lec, T 2:30 or W 1:25; drills, M W F 10:10, 2:30, or 3:35. Spring: Lec, T 10:10 or W 1:25; drills, M W F 9:05, 10:10, 11:15, 12:20, or 1:25.

S. A. Littauer.

Emphasis on conversation with some grammar review and compositions, all based on contemporary texts.

211 Intermediate French Fall. 3 credits. Offered by the Department of Romance Studies. Prerequisite: qualification in French. Taught in French.

M W F 10:10 or T R 10:10–11:25. N. Furman and staff.

211 provides a systematic grammar review with emphasis on written exercises; reading competence is acquired through the study of short stories.

212 Intermediate French Spring. 3 credits. Offered by the Department of Romance Studies. Prerequisite: French 211 or 203, or placement by Cornell Advanced Standing Examinations administered by either the Department of Modern Languages and Linguistics or the Department of Romance Studies. Taught in French.

M W F 11:15 or 12:20. N. Furman and staff.

French 212 is concerned with vocabulary expansion and the development of analytical reading ability.

310 Advanced Conversation Fall or spring. 2 credits. Enrollment limited. Prerequisite: French 203 or 211 (or equivalence on the Cornell CASE placement examination).

T R 8:40–9:55. J. Béreaud and staff.

This course is based on audiovisual materials used in the classroom: slides and recordings will accompany extensive discussions. A modest amount of reading each week will aim at increasing students' vocabulary.

311 Advanced Composition and Conversation

Fall. 4 credits. Offered by the Department of Romance Studies. Prerequisite: French 204 or 212 or placement by the CASE test.

M W F 10:10 or 1:25. J. Béreaud and staff.
All-skills course. Detailed study of present-day syntax. Reading and discussion of texts of cultural relevance.

312 Advanced Composition and Conversation

Spring. 4 credits. Prerequisite: French 311 or placement by CASE test.

M W F 10:10 or 1:25. Staff.
Continuation of work done in French 311. Grammar will be curtailed, reading and discussion of literary texts of wide interest will be increased.

[424 Composition and Style Spring. Not offered 1981–82; next offered 1982–83.]

401 History of the French Language Fall.

4 credits. Prerequisites: qualification in French and Linguistics 101, or permission of instructor. Offered alternate years.

M W F 2:30. J. Herschensohn.
Diachronic development of French from Latin with emphasis on phonological and morphological change. Course work includes problems in reconstruction, textual analyses, discussions of theoretical topics, and external history.

407 Applied Linguistics: French Fall. 4 credits.

Prerequisite: qualification in French.

M W F 10:10. J. S. Noblitt.
Designed to equip the student with the ability to apply linguistic descriptions in teaching French, with special emphasis on phonetics and morphology.

408 Linguistics Structure of French Spring.

4 credits. Prerequisite: qualification in French and Linguistics 101, or permission of instructor. Offered alternate years.

M W F 2:30. J. Herschensohn.
A descriptive analysis of modern French with emphasis on its phonology, morphology, and syntax.

[410 Semantic Structure of French Fall or spring.

4 credits. Prerequisite: permission of instructor. Offered in alternate years. Next offered 1982–83.

Hours to be arranged. L. R. Waugh.
Introduction to French semantic elements—morphological, lexical, and syntactic—from a Jakobsonian perspective.]

602 Linguistic Structure of Old and Middle French Spring. 4 credits.

Prerequisite: French 408 or permission of instructor.

Hours to be arranged. J. S. Noblitt.
Through the study of Old and Middle French texts, students analyze synchronically aspects of the grammar of the language at different periods.

604 Contemporary Theories of French Grammar Fall. 4 credits.

Prerequisite: French 408 or permission of instructor.

Hours to be arranged. L. R. Waugh.
Discussion of various views of French phonology and morphology.

700 Seminar in French Linguistics Fall or spring, according to demand. 4 credits.

Hours to be arranged. Staff.
Seminars are offered according to faculty interest and student demand. Topics in recent years have included current theories in French phonology; current theories in French syntax; semantics of French.

Literature

105 Freshman Seminar: The French Novel Fall. 3 credits.

M W F 1:25. A. Colby-Hall.
Evolution of the French novel from the seventeenth century to the present. Discussion of novels by such

writers as Madame de Lafayette, Laclos, Stendhal, Flaubert, Malraux, Sartre, and Robbe-Grillet (readings in English translation).

107 Freshman Seminar: Readings in Modern Literature Fall or spring. 3 credits.

Fall: M W F 9:05. Spring: M W F 9:05. Staff.
What sense of modernity is conveyed by literary works of our time that ask what it means to live in a century of world wars and triumphant technology? Representative texts of twentieth-century French literature are discussed in the context of current intellectual and social issues. Works by such writers as Gide, Malraux, Sartre, Ionesco, Genet, and Bataille (readings in English translation).

201 Introduction to French Literature Fall or spring. 3 credits.

Prerequisite: qualification in French. French 201 serves as a prerequisite for all 300-level courses in French literature and is required of all majors. Students are strongly urged to take 201 before 202. The course is divided into small sections of three types: those conducted in French; those that use more French as the term progresses; those conducted in English. The reading in each section is in French and is the same; students may write their principal papers in English. Relative freedom to change from one section of the course to another is given during the first two weeks.

Fall: M W F 9:05, 10:10, 11:15, or 12:20 or T R 8:40–9:55, 10:10–11:25. (Tentatively, the sections primarily conducted in English will be M W F 9:05 and 12:20; the sections primarily conducted in French will be M W F 11:15 and T R 10:10–11:25. The section using both French and English will be M W F 10:10 and T R 8:40–9:55.) Spring: M W F 11:15 or 1:25, T R 10:10–11:25. R. Klein and staff.
The work of five or six major French authors from the nineteenth and twentieth centuries is introduced. Stress is on literary analysis and the development of reading skills. The larger historical framework in which French literature is considered as a whole, and more general questions of cultural anthropology, linguistics, sociology, and aesthetics are raised. Readings are chosen from the works of such authors as Baudelaire, Flaubert, Mallarmé, Rimbaud, Proust, Sartre, Malraux, Beckett, and Ionesco.

202 Studies in French Literature Fall or spring.

3 credits. Prerequisite: French 201 or a CEEB achievement score of 650 or more (students who have not taken French 201 should obtain consent of instructor; those with scores in the 560–649 range should see the description of French 200 and 201). Students are urged to take French 201 before 202. Required of all majors, but not limited to them. A fee is charged for a number of short texts distributed by the instructor.

Fall: T R 10:10–11:25; staff. Spring: M W F 10:10, 11:15, or T R 10:10–11:25; P. Lewis and staff.
Study of the classic literature of seventeenth-century France (Corneille, Racine, Molière, Madame de Lafayette) and its immediate forebears (Montaigne) and successors in the Enlightenment (Voltaire, Rousseau, Diderot, Beaumarchais).

320 French Civilization Spring. 4 credits.

Prerequisite: proficiency in French. Typically taken after French 203 or 211 or equivalent. Conducted in French.

M W F 10:10. J. Béreaud.
Study of contemporary French institutions, culture, and attitudes.

[331 Masterpieces of French Drama I: The Classical Era Fall. P. Lewis. Not offered 1981–82.]**[332 Masterpieces of French Drama II: The Modern Era** Spring. D. Grossvogel. Not offered 1981–82.]**[334 The Novel as Masterwork: French Novels of the Nineteenth Century** Not offered 1981–82; next offered 1983–84.]

[335 The Novel in France: From the Origins to the French Revolution Fall. Not offered 1981–82; next offered 1982–83.]

336 Twentieth-Century Fiction Spring. 4 credits.

T R 1:20–2:15. R. Klein.
This course is intended to survey major works of prose fiction spanning sixty years in the twentieth century. It presupposes the work of French 201 and requires a substantial reading vocabulary. It will pay particular attention to the psychological states of characters and narrators as they are depicted or enacted by these novels. The course will consider the reflection of these psychological states on the formal structure of the work and their implication in a specific historical situation. Readings will include works of Gide, Proust, Mauriac, Sartre de Beauvoir, Blanchot, Duras, Robbe-Grillet, Malraux.

337 French Poetry from Its Origins to the Revolution of 1789 Fall. 4 credits. Conducted in French.

T R 10:10–11:25. E. Morris.
French lyric poetry probably sprang up before the year 1000. It flourished and spread from the twelfth century through the sixteenth; was nearly stamped out by Richelieu and Louis XIV; burgeoned again amidst the songs and confusions of the Terror. This course will attempt to tell that story. Topics will include: the changing place of verse in the culture, bounded by prose on the one hand, and music on the other; history of verse forms and genera; theories of poetry as frenzy and as craft; poetry as a threat to the state; muffling, imprisonment, exile, decapitation. Focus on six major figures: Rutebeuf, Machaut, Villon, Ronsard, La Fontaine, Chénier. Close reading of poetic texts.

338 French Poetry in the Twentieth Century Spring. 4 credits. Conducted in French.

M W F 10:10. D. I. Grossvogel.
This course proposes to examine the poetry of Claudel and Valéry, their literary roots as well as their breaks with tradition, in order to read with some sense of discrimination the more recent contributions to poetry of such figures as Apollinaire, Breton, Eluard, Aragon, Michaux, Prévert, Char, Perse, et cetera. This will be an undergraduate lecture course conducted in French with ample opportunity for class discussions.

[347 Masterpieces of Medieval Literature Not offered 1981–82.]

[368 The Baroque in France A. Seznec. Not offered 1981–82.]

[369 French Classicism P. Lewis. Not offered 1981–82.]

379 Victor Hugo and the Romantic Movement Fall. 4 credits. Taught in French.

T R 1–2:15. N. Furman.
A study of French Romanticism through the works of Victor Hugo, the movement's leading playwright, novelist, and poet.

[385 Experimental and Contemporary French Novels: Subversion of the Novelistic Genre from Diderot to the Present Fall. D. Grossvogel. Not offered 1981–82.]

[387 From Parnassus to Surrealism Fall. Not offered 1981–82.]

419–420 Special Topics in French Literature 419, fall; 420, spring. 2–4 credits each term.

Prerequisite: permission of instructor.

Staff.
Guided independent study of special topics.

429–430 Honors Work in French 4 credits each term, with permission of the adviser. Open to juniors and seniors. Consult the director of the honors program.
E. Morris.

447-448 Medieval Literature 447, fall; 448, spring. 4 credits each term. Prerequisite: French 201 or consent of the instructor. First term not prerequisite to the second.

M W F 9:05. A. Colby-Hall.
French 447 deals with the epic and the theater; 448 with the romance and the lyric. Facility in reading Old French and appreciation of these four major genres are the primary goals of this course.

[452 Theatre in Sixteenth-Century France] Spring. Not offered 1981-82.]

[456 Literature and the Arts in Sixteenth-Century France] Spring. Not offered 1981-82.]

457 Rabelais Fall. 4 credits. Conducted in French. W 2:30-4:25. E. Morris.

Attentive, well-informed, speculative reading of Rabelais's French works is an enjoyable and strenuous entertainment. Some questions it raises may be extended and clarified by the study of popular culture at the end of the Middle Ages (farces and sideshows, street life and village life, chapbooks and almanacs, the sermons of the Franciscan preachers); others, by the history of Renaissance medicine and the learned recovery of the classical tradition; others still, by consulting recent anthropology and depth psychology on such matters as jokes and play, obscenity, nightmares, and myths. Modern theories of language may help to understand Rabelais's purposes, and those of James Joyce, his nearest kin.

[458 Montaigne] Spring. Not offered 1981-82; next offered 1982-83.]

[461 The Theatre of Molière] Fall. Not offered 1981-82.]

[473 Diderot and the Enlightenment] Fall. Not offered 1981-82.]

[483 Feminism and French Literature (also Women's Studies 483)] Not offered 1981-82.]

[490 French Film and Literature in the Twentieth Century] Spring. D. Grossvogel. Not offered 1981-82.]

[496 The Aesthetics of Coincidence (also Comparative Literature 496)] Not offered 1981-82.]

[637 Old French Dialectology] Fall. A. Colby-Hall. Not offered 1981-82.]

639-640 Special Topics in French Literature 639, fall; 640, spring. 4 credits each term.
Staff.
Guided independent study for graduate students.

[644 Medieval Seminar: The Old French Epic] Not offered 1981-82.]

[646 Medieval Seminar: Villon] Spring. A. Colby-Hall. Not offered 1981-82.]

[648 Medieval Seminar: La Roman de la Rose] Spring. A. Colby-Hall. Not offered 1981-82.]

[658 Poetry and the Powers] Not offered 1981-82; next offered 1983-84.]

[661 Racine and His Critics] Fall. Not offered 1981-82.]

666 Seventeenth-Century Seminar: Moralities in Fiction—The Classical Moment (also Comparative Literature 666) Spring. 4 credits. Conducted in French.

T 2:30-4:25. P. Lewis.
The reflections of Montaigne and Rousseau on the education of children can serve as convenient frames of a "moralist" tradition within which the ethical issues raised by the writing of fiction undergo intensive

critical scrutiny. After attempting to formulate these issues in both historical and philosophical terms, this course will focus principally on short fictional works of the classical period, notably Pascal's *Provinciales*, selected fables of La Fontaine, selected tales of Perrault, *Les Lettres portugaises*, and perhaps a work (or fragment of one) by Madame de Lafayette. Each case will be approached with the same analytic procedure: the semiotics of narrative will be appropriated as an instrument for deconstructing fictional solutions to moral dilemmas. An attempt will be made to compare and integrate the results of these analyses so as to suggest what is at stake in ethically oriented interpretation.

[669 Seventeenth-Century Seminar: Illusion and Representation] P. Lewis. Not offered 1981-82.]

683 Lacan (also Comparative Literature 607) Fall. 4 credits.

M 2:30-4:25. R. Klein.
The work of Jacques Lacan has dominated French intellectual life for most of the last decade. The study of his contribution to the spread of psychoanalytic theory, his effect on the therapeutic practice of psychiatry, and his role in expanding the horizons of many associated disciplines will be subordinated in this course to the question of his direct influence on literary critical theory and on the theory of interpretation. Some attempt will be made to measure the stakes of the various polemics at whose center he has regularly been found. The difficulty of his style requires that the student have some familiarity with French, although only texts already translated into English will be assigned.

689 Bohemians and Dandies Spring. 4 credits. Taught in French.

W 2:30-4:35. N. Furman.
The counter culture of the nineteenth century will be studied in the works of such writers as Bertrand, Gautier, Nerval, Villiers de L'Isle-Adam, Huysmans, Valles, and Jarry.

694 Six Critics in Search of an Author: Sartre, Criticism, Critics (also Comparative Literature 604) Spring. 4 credits.

M 2-4. D. I. Grossvogel.
This seminar proposes to review Sartre's main contributions to literature (fiction, theatre, criticism) and to examine some of the criticism which his magnum opus has engendered and influenced. The critics would be Blanchot, Girard, Jameson, Marcuse, Mehlman, Ricardou.

Related Courses in Other Departments

Nineteenth-Century French Realism and Modern Discourse Theory (Society for the Humanities 420)

Germanic Studies

H. Deinert, director of undergraduate studies (literature), 188 Goldwin Smith Hall, 256-3932;
H. L. Kufner, director of undergraduate studies (language). E. Augsberger, V. T. Bjarnar, E. A. Blackall, I. Ezerghalis, S. L. Gilman, A. Groos, W. Harbert, P. Hohendahl, J. H. Jasanoff, I. Kovary, P. W. Nutting, J. P. Stern (professor-at-large), G. Valk, F. C. van Coetsem

The German Major

Students majoring in German are encouraged to design their programs in a manner that will allow for diversity in their courses of study. It should enable them to become acquainted with an adequate selection of major works, authors, and movements of German literature and to develop their skill in literary analysis. Students majoring in German will normally proceed through German 201, 202, 203, 204. Students who, because of previous training, are qualified to enroll in 300- or 400-level courses will be permitted to do so. For details, students may consult the major advisers, H. Deinert in the Department of

German Literature or H. L. Kufner in the Department of Modern Languages and Linguistics. Students majoring in German are expected to complete successfully a minimum of six 300- and 400-level courses in addition to German 303-304. These courses should be a representative selection of subjects in German literature or Germanic linguistics or both. The attention of students majoring in German is called to the courses offered by the Department of Comparative Literature, many of which complement the course offerings in German.

Students majoring in German are expected to become competent in the German language. This competence is normally demonstrated by the successful completion of German 304. Placement of German majors who have done no work in German at Cornell will be determined by the level of preparation they have obtained elsewhere. For information please consult the major advisers, H. Deinert or H. L. Kufner. All German majors, particularly those who have had no German prior to coming to Cornell, are encouraged to spend at least part of their junior year abroad.

German Area Studies Major

The German area studies major is intended for students who are interested in subject matter related to German-speaking countries, but not necessarily or not exclusively in German literature or linguistics. Students will select appropriate courses offered in history, government, economics, music, theatre arts, or other suitable subjects. These students will select a committee of two or more faculty members to help them design a program and supervise their progress. One committee member must be from the German faculty of either the Department of Modern Languages and Linguistics or the Department of German Literature. The other member(s) should represent the student's main area of interest.

The student majoring in German area studies is expected to become competent in the German language. Such competence is normally demonstrated by successful completion of German 304. A minimum of six area courses above the 200 level is required for the major.

Honors. The honors program in German is open to superior students who wish to work independently in an area of their own choice. Students are free to select any faculty member of the Field of Germanic Studies (in the case of area studies majors, the appropriate member of their committee) to assist them in designing their honors program, to supervise their work, and to help them select a suitable topic for an honors essay. The independent study courses 451 and 452 may form part of the program.

Freshman Seminar Requirement

The following courses will satisfy the Freshman Seminar requirement: German 109, 151, 211, and 312. For details, please consult the instructors.

Languages and Linguistics

121-122 Elementary Course 121, fall; 122, spring. 4 credits each term. Prerequisite for German 122: 121 or equivalent. Intended for beginners or students placed by examination. Students who obtain a CPT score of 560 after German 121-122 attain qualification and may enter the 200-level sequence; otherwise German 123 is required for qualification.

Lec, T 9:05, 11:15, or 2:30; drills, M W R F 8, 9:05, 10:10, 11:15, 12:20, 1:25, or 2:30. H. L. Kufner.
A thorough grounding in all the language skills is given: listening, speaking, reading, and writing. Language practice is in small groups. Lectures cover grammar, reading, and cultural information.

123 Continuing German Fall or spring. 4 credits. Limited to students who have previously studied German and have a CPT achievement score between

450 and 559. Satisfactory completion of German 123 fulfills the qualification portion of the language requirement.

Fall: lec, M 2:30; drills, T–F 9:05, 10:10, 11:15 or 12:20. Spring: lec, M 2:30; drills, T–F 10:10 or 12:20. W. E. Harbert.

An all-skills course designed to prepare students for study at the 200 level.

203 Intermediate Composition and

Conversation Fall or spring. 3 credits. Prerequisite: qualification in German.

Fall: M W F 9:05, 10:10, 11:15, or 1:25. Spring: M W F 9:05, or 1:25. E. Augsberger and G. Valk.

204 Intermediate Composition and

Conversation Fall or spring. 3 credits. Prerequisite: German 203 or permission of instructor.

Fall: M W F 11:15. Spring: M W F 10:10 or 11:15. E. Augsberger and G. Valk.

303–304 Advanced Composition and

Conversation 303, fall; 304, spring. 4 credits each term. Prerequisite for German 303: German 204 or equivalent. Prerequisite for German 304: 303 or equivalent.

M W F 1:25. E. Augsberger and G. Valk.

Emphasis is on increasing the student's oral and written command of German. Detailed study of present-day syntax and different levels of style.

401 Introduction to Germanic Linguistics

Fall. 4 credits. Prerequisite: Linguistics 101 or permission of instructor. Not offered 1981–82.

Hours to be arranged. F. van Coetsem.

Survey of major issues in Germanic linguistics, with emphasis on historical and dialectal problems.]

402 History of the German Language

Spring. 4 credits. Prerequisite: German 204 and Linguistics 101 or permission of instructor. Offered alternate years.

Hours to be arranged. J. Jasanoff and

F. van Coetsem.

Phonological, syntactic, and semantic developments from pre-Old High German times to the present.

403 Modern German Phonology

Fall. 4 credits. Prerequisites: German 304 or equivalent, and Linguistics 101, 111, or 601. Not offered in 1981–82.

Hours to be arranged. F. van Coetsem.

The phonological system of German is viewed from various theoretical approaches.]

404 Modern German Syntax

Spring. 4 credits. Prerequisites: German 304 or equivalent, and Linguistics 101 or 601. Not offered 1981–82.

Hours to be arranged. W. E. Harbert.

An application of selected theoretical syntactic models to problems in the syntax of modern German.]

405 German Dialectology

Fall. 4 credits. Prerequisite: German 304 or equivalent, and Linguistics 101 or equivalent.

Hours to be arranged. H. L. Kufner.

Survey of German dialects, the work done at the Sorchatlas, and a discussion of modern approaches to dialectology.

406 Runology

Fall. 4 credits. Prerequisite: German 401. Not offered 1981–82; next offered 1982–83.

Hours to be arranged. F. van Coetsem.

A study of the inscriptions in the older *futhark* and their relevance to historical Germanic linguistics.]

407 Applied Linguistics: German

Fall. 4 credits.

Hours to be arranged. H. L. Kufner.

Designed to equip the teacher of German with the ability to apply current linguistic theory to the second-language learning situation.

408 Linguistic Structure of German

Spring. 4 credits. Prerequisites: German 204 and Linguistics 101–102, or permission of instructor.

Hours to be arranged. H. L. Kufner.

A descriptive analysis of present day German with emphasis on phonology and syntax.

[602 Gothic

Spring. 4 credits. Prerequisite:

Linguistics 101. Not offered 1981–82.

Hours to be arranged. F. van Coetsem.

Linguistic structure of Gothic with extensive readings of Gothic texts.]

603–604 Old Saxon, Old High German, Old Low

Franconian, Old Frisian 604, spring. 4 credits.

Prerequisite: Linguistics 102. Offered alternate years.

Hours to be arranged. F. van Coetsem.

605 Structure of Old English

Fall. 4 credits.

Prerequisite: German 401.

Hours to be arranged. W. E. Harbert.

Linguistic overview of Old English with emphasis on phonology and syntax.

[606 Topics in Historical Germanic

Fall. 4 credits.

Prerequisite: German 401. Not offered 1981–82.

Hours to be arranged. F. van Coetsem.

The development of the sound system from Proto-Germanic to its daughter languages.]

607 Topics in Historical Germanic Morphology

Spring. 4 credits. Prerequisite: German 401.

Hours to be arranged. J. Jasanoff.

The Germanic verbal system and its Indo-European origins.

608 Topics in Historical Germanic Syntax

Fall. 4 credits. Prerequisite: German 401.

Hours to be arranged. W. E. Harbert.

A diachronic and comparative investigation of syntactic processes in the older Germanic languages.

609–610 Old Norse

Fall, 609; spring 610. 4 credits

each term.

Hours to be arranged. V. Bjarnar.

Study of the linguistic structure of Old Norse with extensive reading of Old Norse texts.

[611 Readings in Old High German and Old

Saxon Fall. 4 credits. Not offered 1981–82.

Hours to be arranged. J. Jasanoff.

Texts are chosen to suit the interests of the students taking the course, but normally include selections from the more extensive Old High German and Old Saxon sources (*Otfrid*, *Tatian*, *Heliand*) as well as representative shorter works, such as *Hildebrandslied*, *Muspilli*, and *Genesis*.]

[612 Germanic Tribal History

Spring. 4 credits.

Prerequisite: German 401. Not offered 1981–82.

Hours to be arranged. F. van Coetsem.

The history of the Germanic tribes from about 500 B.C. to A.D. 500; introduces the study of Proto-Germanic, and the separation of the Germanic languages.]

631–632 Elementary Reading I

631, fall; 632,

spring. 3 credits each term. Limited to graduate

students. Prerequisite for German 632: 631 or

equivalent.

M W F 4:30 or T R 10:45–12:00. J. Kovary.

Emphasis is on developing skill in reading, although some attention will be devoted to the spoken language, especially to listening comprehension.

[710 Seminar in Germanic Linguistics

Fall or

spring, subject to the needs of students and to the

limitations of staff time. 4 credits. Not offered

1981–82. W. E. Harbert.]

720 Seminar in Comparative Germanic

Linguistics Fall or spring, subject to the needs of students and to the limitations of staff time. 4 credits.

Hours to be arranged. Staff.

Topics include phonology, morphology, syntax, and dialectology of the older Germanic languages.

730 Seminar in German Linguistics

Fall or

spring, subject to the needs of students and the

limitations of staff time. 4 credits.

Hours to be arranged. Staff.

Selected topics including the history, structure, and

dialects of German.

740 Seminar in Dutch Linguistics

Spring, subject

to the needs of students and to the limitations of staff

time. 4 credits.

Hours to be arranged. F. van Coetsem.

Selected topics including the history, structure, and

dialects of modern Dutch.

Literature

Freshman Seminars

109 Folk Tales and Folk Poetry Fall and spring. 3 credits each term.

M W F 8 or T R 9:05–9:55. B. C. Buettner and staff.

Discussion and analysis of various types of folk literature from primitive legends, myths, and ballads to contemporary literary tales. Aims to develop reading skills which can be redirected to the student's own expository writing. Readings (in English translation) range from Grimm's Fairy Tales to stories by J. R. R. Tolkien.

151 Kafka, Hesse, Brecht, and Mann Fall and spring. 3 credits each term.

T R 9:05–9:55. H. Deinert and staff.

The course will be based on complete works (in English translation) by four representative German authors of the first half of the century. Although dealing with works of great popular appeal (*Demian*, *Siddharta*, *The Metamorphosis*, *Death in Venice*, *Mother Courage*, *Galileo*, and others) the emphasis of the course will be on improving writing skills. We will meet twice a week for lectures and discussion. In lieu of a third class meeting there will be regular conferences between students and their instructors to discuss the papers.

Courses Offered in German

201 Introduction to German Literature I Fall and spring. 3 or 4 credits each term. Prerequisite:

qualification in German or permission of instructor.

Taught in German. Fulfills both the language proficiency requirement and, followed by German

202, the humanities distribution requirement.

Fall: M W F 12:20 or T R 12:30–1:35. Spring: M W

F 12:20. I. Ezergailis and staff.

An intermediate course designed to improve reading,

writing, speaking, and listening skills in German.

Emphasis is placed on developing reading competency, tools of literary analysis, and expansion of vocabulary. Grammar review included. Readings from major twentieth-century authors, including Brecht, Duerrenmatt, Frisch, Aichinger, Bachmann, Musil, and Kafka.

202 Introduction to German Literature II

Fall and

spring. 3 or 4 credits each term. Prerequisite:

German 201 or permission of instructor. Taught in

German.

Fall: T R 12:20–1:35. Spring: M W F 12:20 or T R

12:30–1:35. I. Ezergailis and staff.

An intermediate course emphasizing skills in reading

and interpreting German literature, using

representative texts of major nineteenth-century

authors. Included will be discussions of the drama

(Kleist, Buechner), lyric poetry (Goethe, Hoelderlin,

the Romantics, Heine), the essay (Kleist, Heine,

Marx), and the novella (Kleist, Buechner, Keller,

Moerike).

211 Intensive Workshop in Germanic Studies for Freshmen I Fall. 6 credits. Intended for entering freshmen with extensive training in the German language (CEEB achievement score of 680 or comparable evidence; please consult instructor). Taught in German. Satisfies the language and distribution requirements or the Freshman Seminar requirement.

T R 2:30–4:30. H. Deinert.
Not intended as a survey, but rather as a rigorous seminar designed to familiarize students with literary forms and the tools of critical analysis. The course will provide an intensive introduction to the study of German literature through the discussion of exemplary prose works, dramas, and poems from the eighteenth century to the present.

305 Modern Germany Fall. 4 credits. Prerequisite: German 304 or equivalent. Taught in German.

T R 12:20–1:35. B. Decker.
Introduction to the history of postwar Germany, the development of the two Germanies, and their societies. The emphasis is on cultural and social institutions such as mass media, educational systems, and political parties. Students will have the opportunity to practice their spoken and written German.

312 Intensive Workshop in Germanic Studies for Freshmen II Spring. 4 credits. Taught in German. May be used to satisfy the Freshman Seminar requirement.

T R 2:30–4. I. Ezergailis.
Designed primarily as a sequel to German 211. Emphasis is on German literature since 1900 (Thomas Mann, Hesse, Kafka, Brecht, Duerrenmatt, Peter Weiss, Plenzdorf, Rilke, Benn, Celan). Supplementary reading from contemporary philosophy, psychology, sociology, and political theory.

[355 The Age of Goethe] Not offered 1981–82.]

356 Major Works of Goethe Fall. 4 credits. Prerequisite: German 201–202 or permission of instructor. Taught in German.

W 2:30–4:30. H. Deinert.
Faust, Part I and the final act of Part II; *Torquato Tasso*; *Iphigenie*; *Werther*; *Wahlverwandtschaften*; *Novelle*; selections from *Wilhelm Meister*; selections from critical and scientific writings; plus a representative selection of lyrical poetry.

[357 Romanticism] Not offered 1981–82.]

359 Fin de Siècle Vienna Spring. 4 credits. Prerequisite: 201–202 or 203 or permission of instructor. Taught in German.

M W F 9:05. D. McGraw.
At the close of the last century artists, intellectuals, and literati in Austria were aware that they stood at the end of one age and at the beginning of another. The Viennese *fin de siècle* is the resulting decade-long revolt against tradition and search to define the modern. This course will focus on short works of Kraus, Hofmannsthal, Freud, Schnitzler; lectures in German on the intellectual background of the period. Discussion may be in English if necessary.

[361 Modern German Literature I: Contemporary German Prose] Not offered 1981–82.]

[362 Modern German Literature II: Twentieth-Century Prose] Not offered 1981–82.]

[363 Modern German Literature III: Contemporary Literature] Not offered 1981–82.]

[365 Lyrical Poetry] Not offered 1981–82.]

Courses in English Translation

[314 Nietzsche, The Man and the Artist] Not offered 1981–82.]

[315 Topics in German Literature I: The Modern German Novel in English Translation] Not offered 1981–82.]

[324 Old Icelandic Literature] Not offered 1981–82.]

[350 Yiddish Literature in English Translation] Not offered 1981–82.]

[377 Topics in Yiddish Literature] Not offered 1981–82.]

Advanced Courses

405–406 Introduction to Medieval German Literature 405, fall; 406, spring. 4 credits each term. Prerequisite for 405: reading knowledge of German. Prerequisite for 406: 405 or the equivalent.

M W F 10:10. Fall, B. C. Buettner; spring, A. Groos.
405 will emphasize learning Middle High German in a literary context, using the *Nibelungenlied* and a romance of Hartmann von Aue. 406 will survey the classical period, emphasizing Wolfram von Eschenbach's *Parzival*, Gottfried von Strassburg's *Tristan und Isolde*, and major poets of the *Minnesang*, especially Walther von der Vogelweide.

417 The Great Moments of German Literature I Fall. 4 credits. Prerequisite: reading knowledge of German. This course is designed primarily for undergraduates, but is also open to graduate students who will be expected to do extra reading and to write two papers. Undergraduates will follow the syllabus as announced, with one preliminary examination and a final examination. Graduates will write the papers in lieu of the examinations.

M W F 11:15. E. A. Blackall.
The course will begin with the earliest important monument, the eighth-century *Hildebrandslied*. We will then study the most important medieval epics and sample some of the finest lyrical poetry of the German Middle Ages. After that we will discuss Luther's great hymns, the folk songs of the sixteenth century, and, as an example of a folk book, the first narrative of the career of Doctor Faust. From the seventeenth century we will study a selection of poems and the greatest novel of the period, *Simplicissimus*. In the eighteenth century we will acquaint ourselves with the major poets (including Goethe) and some dramas by Lessing, Goethe, and Schiller. The medieval texts will be read in English translation but students will also be shown short samples of the originals. All other texts will be read in German.

418 The Great Moments of German Literature II Spring. 4 credits. Prerequisite: reading knowledge of German; 417 is not a prerequisite for 418. This course is designed primarily for undergraduates, but is also open to graduate students who will be expected to do extra reading and to write two papers. Undergraduates will follow the syllabus as announced, with one preliminary examination and a final examination. Graduates will write two papers in lieu of the examinations.

M W F 11:15. E. A. Blackall.
The course will begin with romanticism in Germany and proceed through what would normally be considered the most important works in German literature up to the time of Thomas Mann, Kafka and Rilke. We will consider examples from the major poets, dramas by Grillparzer, Buchner, Hebbel, Schnitzler, and Brecht, and the major monuments in shorter prose fiction. Some consideration will also be given to the work of Nietzsche as a literary figure. The primary aim will be to assure that those who seek a knowledge of German literature do know what is most important.

[427 Baroque Literature] Not offered 1981–82.]

[438 Twentieth-Century German Literature] Not offered 1981–82.]

451–452 Independent Study 451, fall; 452, spring. 1–4 credits each term. Prerequisite: permission of instructor.

Hours to be arranged. Staff.

Seminars

For complete descriptions of courses numbered 600 or above consult the appropriate instructor.

[611–612 Seminar in Old Icelandic Literature I and II] Not offered 1981–82.]

623 Seminar in Medieval German Literature I Fall. 4 credits.

T 1:25. A. Groos.
Topic: *Minnesang*.

[624 Seminar in Medieval German Literature II] Not offered 1981–82.]

[625 The Northern Renaissance and Reformation] Not offered 1981–82.]

[629 The Enlightenment] Not offered 1981–82.]

[631 From Wilhelm Meister to Buddenbrooks] Not offered 1981–82.]

632 Schiller Fall. 4 credits.

M 1:25. A. Groos.

633 Problems in Romanticism: Hoelderlin (also Comparative Literature 633) Spring. 4 credits.

M 1:25–3:25. T. Bahti.
A seminar in close interpretation of the work of Germany's major romantic poet. Emphasis will be on the late "hymns," but attention will also be given to the earlier lyrics, *Hyperion*, the theoretical writings, the *Empedokles* project, and the late translations of Sophocles and Pindar. The works will be read in the contexts of German idealist philosophy and European romanticism. Qualified undergraduates admitted with the permission of the instructor; reading knowledge of German required.

635 Backgrounds of German Realism Fall. 4 credits.

M 3:35. P. Hohendahl.

[636 Nineteenth-Century Drama] Not offered 1981–82.]

[637 Seminar in Realism] Not offered 1981–82.]

[638 Twentieth-Century German Literature] Not offered 1981–82.]

[639 Modern Lyric Poetry] Not offered 1981–82.]

641 The Postwar German Novel: Broch and Musil Spring. 4 credits.

Hours to be arranged. I. Ezergailis.

650 Graduate Seminar in Medieval Literature (also English 710) Spring. 4 credits.

Hours to be arranged. A. Groos.

[682 Seminar on Richard Wagner (also Music 678)] Not offered 1981–82.]

753–754 Tutorial in German Literature 753, fall; 754, spring. 1–4 credits each term. Prerequisite: permission of instructor.

Hours to be arranged. Staff.

Related Courses in Other Departments

Survey of German History 1648–1890 (History 357)

Survey of German History 1890–Present (History 358)

The European Novel (Comparative Literature 363–364)

Marxist Cultural Theory (Comparative Literature 381)

New German Cinema and The Question of The Text (Comparative Literature 396)

The Divided Self in Women's Writing (Comparative Literature 399)

History of Literary Theory (Comparative Literature 403)

Metaphor, Modernism, and Cultural Context: The Use of Metaphor in Modernist Hebrew, Yiddish, English, and American Poetry (Comparative Literature and Near Eastern Studies 405)

The Novelle in World Literature (Comparative Literature 414)

The Reception of the Idea of the Woman in the Late Nineteenth Century (Society for the Humanities 421–422)

Nietzsche: Aspects of His Reception (Society for the Humanities 425–426)

Seminar in European Fascism (History 457)

Seminar in Literary Theory: *Rezeptionsaesthetik* (Comparative Literature 494)

Literature and History (Comparative Literature 698)

Modern Greek

See Department of Classics.

Modern Hebrew

See Department of Near Eastern Studies.

Hindi-Urdu

101–102 Hindi-Urdu Elementary Course 101, fall; 102, spring. 6 credits each term. Prerequisite for Hindi 102: 101 or equivalent.

M–F 9:05. G. Kelley.

A semi-intensive course for beginners. A thorough grounding in all the language skills is given: listening, speaking, reading, and writing.

201–202 Hindi Reading 201, fall; 202, spring. 3 credits each term. Prerequisite for Hindi 201: qualification in Hindi. Prerequisite for Hindi 202: 201 or permission of instructor.

M W F 10:10. G. Kelley.

203–204 Composition and Conversation 203, fall; 204, spring. 3 credits each term. Prerequisite for Hindi 203: qualification in Hindi. Prerequisite for Hindi 204: 203 or permission of instructor.

Hours to be arranged. G. Kelley.

301–302 Readings in Hindi Literature 301, fall; 302, spring. 4 credits each term. Prerequisite for Hindi 301: Hindi 202. Prerequisite for Hindi 302: 301 or equivalent.

Hours to be arranged. G. Kelley.

303–304 Advanced Composition and Conversation 303, fall; 304, spring. 4 credits each term. Prerequisite for 303: Hindi 204 or equivalent. Prerequisite for Hindi 304: 303 or equivalent.

Hours to be arranged. G. Kelley.

305–306 Advanced Hindi Readings 305, fall; 306, spring. 4 credits each term. Prerequisite for Hindi 305: 202 or equivalent. Prerequisite for 306: 305 or equivalent.

Hours to be arranged. G. Kelley.

Intended for those who wish to do readings in history, government, economics, et cetera, instead of literature.

[401 History of Hindi] Fall or spring. 4 credits.

Prerequisite: Hindi 101–102 or equivalent, or Linguistics 102. G. Kelley. Not offered 1981–82.]

For complete descriptions of courses numbered 600 and above, consult the appropriate instructor.

[700 Seminar in Hindi Linguistics] Fall or spring. 3 credits. Prerequisite: permission of instructor. Hours to be arranged. J. W. Gair and G. Kelley. Not offered 1981–82.]

Indonesian

101–102 Elementary Course 101, fall; 102, spring. 6 credits each term. Prerequisite for Indonesian 102: 101.

M–F 8, plus 2 more hours to be arranged.

J. U. Wolff.

A semi-intensive course for beginners.

201–202 Indonesian Reading 201, fall; 202, spring. 3 credits each term. Prerequisite for Indonesian 201: qualification in Indonesian. Prerequisite for Indonesian 202: 201 or permission of instructor.

Hours to be arranged. J. U. Wolff.

203–204 Composition and Conversation 203, fall; 204, spring. 3 credits each term. Prerequisite for Indonesian 204: 203 or permission of instructor.

Hours to be arranged. J. U. Wolff.

300 Linguistic Structure of Indonesian Fall or spring. 4 credits. Prerequisites: Indonesian 101–102 or equivalent, and Linguistics 101.

Hours to be arranged. J. U. Wolff.

301–302 Readings in Indonesian and Malay 301, fall; 302, spring. 4 credits each term. Prerequisite for 301: Indonesian 201–202 or equivalent. Prerequisite for Indonesian 302: 301.

Hours to be arranged. J. U. Wolff.

303–304 Advanced Indonesian Conversation and Composition 303, fall; 304, spring. 4 credits each term. Prerequisite for Indonesian 303: 204. Prerequisite for Indonesian 304: 303 or equivalent.

Hours to be arranged. J. U. Wolff.

305–306 Directed Individual Study 305, fall; 306, spring. 2–4 credits. Prerequisite: Indonesian 301–302 and 303–304 or equivalent knowledge of Indonesian or Malay.

Hours to be arranged. J. U. Wolff.

A practical language course on an advanced level in which the students will read materials in their own field of interest, write reports, and meet with the instructor for two hours a week for two credits and twice a week for four credits.

401–402 Advanced Readings in Indonesian and Malay Literature 401, fall; 402, spring. 4 credits each term. Prerequisite for Indonesian 401: 302 or equivalent. Prerequisite for Indonesian 402: 401 or equivalent.

Hours to be arranged. J. U. Wolff.

FALCON

161–162 Intensive Course 161, fall; 162, spring. 16 credits each term. Prerequisite: permission of instructor.

M–F, 6 hours each day. J. U. Wolff and staff.

Related Course

Malayo-Polynesian Linguistics (Linguistics 655–656)

Italian

A. Grossvogel, director of undergraduate studies (literature), 285 Goldwin Smith Hall, 256–7570; C. Rosen, director of undergraduate studies (language), 312 Morrill Hall, 256–4087. G. Mazzotta

The Major

Students who wish to major in Italian should choose a faculty member to serve as a major adviser; the general plan and the details of the student's course of study will be worked out in consultation. Italian majors are encouraged to take courses in related subjects such as history, art history, music, philosophy, anthropology, Classics, linguistics, and other modern languages and literatures. While a major often occupies only the junior and senior years, it is wise for students to seek faculty advice about the major as early as possible.

Students who elect to major in Italian ordinarily should have completed Italian 203–204 and the 201–202 sequence in Italian literature by the end of their sophomore year. Exemptions can be made on the basis of an examination. Students majoring in Italian are expected to become conversant with a fair portion of the masterworks of Italian literature, to acquaint themselves with the outlines of Italian literary history, and to develop some skill in literary analysis. To this end students will be expected to complete successfully 24 credits of Italian literature courses at the 300 level or higher, with papers to be written in Italian or English. One or more courses offered by the Department of Comparative Literature may be counted toward the required 24 credits if students obtain the prior approval of their major adviser. Italian 402, History of the Italian Language, and 403, Structure of Italian, may be counted toward the 24 credits required for the major (an introductory linguistics course is a prerequisite of Italian 402 and 403).

Students majoring in Italian also will be expected to acquire competence in the handling of the language. That competence may be demonstrated by passing an oral and written examination to be arranged with the adviser.

Study abroad. Italian majors may study in Italy, generally during their junior year, under any one of those study-abroad plans organized by American universities that allow the transfer of grades and credit, such as the Syracuse Semester in Italy in Florence.

Fees. Depending on the course, a small fee may be charged for copies of texts for course work.

Languages and Linguistics

121–122 Elementary Course 121, fall; 122, spring. 4 credits each term. Prerequisite for Italian 122: 121 or equivalent. Intended for beginners or students placed by examination. Students who obtain a CPT score of 560 after Italian 121–122 attain qualification and may enter the 200-level sequence; otherwise Italian 123 is required for qualification.

Lec. T 10:10; drills M W F 8, 9:05, 12:20, 1:25 or 2:30. C. Rosen and staff.

A thorough grounding is given in all the language skills: listening, speaking, reading, and writing. Language practice is in small groups. Lectures cover grammar and cultural information.

123 Continuing Italian Fall. 4 credits. Limited to students who have previously studied Italian and have a CPT achievement score between 450 and 559. Satisfactory completion of Italian 123 fulfills the qualification portion of the language requirement. M–F 12:20. C. Rosen and staff.

203–204 Composition and Conversation 203, fall; 204, spring. 3 credits each term. Prerequisite for Italian 203: qualification in Italian. Prerequisite for Italian 204: 203 or equivalent.

M W F 1:25 or 2:30. C. Rosen and staff.

Guided conversation, composition, reading, pronunciation, and grammar review emphasizing the development of accurate and idiomatic expression in the language.

Note: Students placed in 200-level courses also have the option of taking courses in introductory literature; see separate listings under Italian 200, 201, and 202 for descriptions of these courses, any of which may be taken concurrently with the 203–204 language courses described above. The introductory literature courses are offered by the respective literature departments and the 203–204 language courses by the Department of Modern Languages and Linguistics.

[300 Advanced Composition and Conversation] Spring. 2 credits. Prerequisite: Italian 204. Not offered 1981–82.]

402 History of the Italian Language Spring. 4 credits. Prerequisite: Linguistics 101 (or equivalent), and qualification in Italian, or permission of the instructor. Offered alternate years.

Hours to be arranged. C. Rosen.
Developments in phonology, syntax, and the lexicon from Latin to modern Italian. Analysis of early texts. Sociolinguistic history of the national language, its regional varieties, and the dialects.

[403 Structure of Italian] Fall. 4 credits.
Prerequisite: Linguistics 102 and qualification in any Romance language. Offered alternate years. Next offered 1982–83.]

[432 Italian Dialectology] Spring, according to demand. 4 credits. C. Rosen. Not offered 1981–82.]

[700 Seminar in Italian Linguistics] Offered according to demand. 4 credits. C. Rosen. Not offered 1981–82.]

Literature

201 Introduction to Modern Italian Literature Fall. 3 credits. Prerequisite: reading knowledge of Italian, or knowledge of another Romance language and permission of instructor. Graduate students may take the course of an S-U basis to fulfill area examination requirements.

M W F 10:10. A. Grossvogel.
A reading of masterpieces of modern Italian literature with attention to the context in which they arose. Highlights of Galileo's and Vico's writings. Selections of prose from the Enlightenment to romanticism. The theater of Goldoni and Pirandello. Poetry from Leopardi to Montale.

202 Introduction to Modern Italian Literature Spring. 3 credits. Conducted in Italian.
M W F 10:10. G. Mazzotta and staff.
Works in Italian literature from the eighteenth century to the present will be read and discussed, with emphasis on the major authors of the twentieth century.

322 Italian Civilization: Literature and Regionalism Spring. 4 credits.
T R 10:10–11:25. A. Grossvogel.
All the regions of Italy will be studied in terms of their historical, literary, artistic, and sociological aspects in conjunction with the projection of the film series *L'Italia Vista dal Cielo* by Folco Quilici. The multiple reasons for still strongly felt regional boundaries, within which diversity and independence are maintained, will be studied mainly through contemporary literary texts.

326 Twentieth-Century Novel Spring. 4 credits.
M W F 2:30–3:20. G. Mazzotta.
The course is conceived as a reading of some "exemplary" texts of the twentieth century by D'Annunzio, Pirandello, Moravia, Calvino and Sciascia (especially *L'affaire Moro*), and will ask of them the questions that are confronting Italy today: revolutionary action, schemes of power, dreams, role and crisis of the intellectual.

[327–328 Dante: La Divina Commedia (also Italian 527–528)] Not offered 1981–82.]

334 Dante in Translation (also Comparative Literature 344) 4 credits.
M W F 12:20. G. Mazzotta.
The literary, intellectual, and moral complexities of this fundamental work in our poetic and spiritual history are examined critically. From close readings of some celebrated passages in *Inferno*, *Purgatorio*, and *Paradiso*, the lectures and discussions map out Dante's own interpretations of myths and concerns in classical and Christian culture. We pursue, for instance, Dante's sense of the crisis in the earthly city and how Vergil and St. Augustine are brought to bear on Dante's elaboration. Issues such as utopia, chiliastic impulses, eschatology, are given ample treatment, just as the problem of "how to read" the past and Dante's own formulations is kept steadily under focus.

335 Boccaccio (also Italian 635) Fall. 4 credits.
T R 10:10–11:25. G. Mazzotta.
The course will cover the *Filosofo*, *Teseida*, and mainly the *Decameron* within their appropriate intellectual context, e.g., Vergil, Ovid, the Chartrians, and will discuss pertinent issues, such as play, desire, theories of nature, and wit.

[336 Boccaccio] Not offered 1981–82.]

345 Modern and Contemporary Short Fiction in Italy Fall. 4 credits.
M W F 1:25. A. Grossvogel.
The evolution of a hybrid form of narrative between the novel and the novella will be analyzed in the light of contemporary critical theory. From D'Annunzio's *Giovanni Episcopo* to Balestrini's *Vogliamo Tutto*, short works by Verga, Pirandello, Landolfi, Bassani, Calvino, Sciascia and Brancati will be included.

347 Petrarch and the Renaissance Lyric Fall. 4 credits.
T R 12:20–1:35. G. Mazzotta.
The course will focus on the poetry of Petrarch (*Canzoniere*, *Trionfi* and *Africa*), but will consider both the Provencal and early Italian lyrical tradition (*Vita Nuova*, *Rime Petrose*, *Cavalcanti*) and will probe the extension of the Petrarchan forms into the Italian Renaissance.

[359–360 The Italian Renaissance] Not offered 1981–82.]

[366 Seventeenth-Century Prose] Not offered 1981–82.]

[370 Eighteenth-Century Thought] Not offered 1981–82.]

[381 Verga, Svevo, and Pirandello] Not offered 1981–82.]

[387 Nineteenth-Century Poetry: Leopardi] Not offered 1981–82.]

[390 Contemporary Narrative in Italy] Not offered 1981–82.]

[395 Twentieth-Century Prose: Contemporary Italian Short Fiction] Not offered 1981–82.]

399 The Film as Cultural, Artistic, and Political Reflector in Postwar Italy (also Comparative Literature 306) Fall. 4 credits. Open to undergraduates or graduates, especially those interested in the arts, government, history, literature.
T R 2:30–3:45. D. Grossvogel, G. Mazzotta.
An examination of the Italian postwar film as a focal point for the survey and analysis of the political, social, and cultural evolution of postwar Italy. Screenings of twelve films will be scheduled, and a thirteenth film will be scheduled on the last day of class: the final paper will be based on that film.

419–420 Special Topics in Italian Literature 419, fall; 420, spring. 2–4 credits each term. Prerequisite: permission of instructor.
Staff.
Guided independent study of specific topics.

429–430 Honors in Italian Literature 429, fall; 430, spring. 4 credits each term. Limited to seniors. Prerequisite: permission of instructor.
Staff.

[437 Petrarch: *Canzoniere*] Not offered 1981–82.]

[472 Eighteenth-Century Theatre] Not offered 1981–82.]

[486 The Nineteenth Century] Not offered 1981–82.]

488 Giacomo Leopardi and Modern Italian Poetry in the Nineteenth Century Spring. 4 credits.
T R 1:25–2:40. A. Grossvogel.
A close reading of Leopardi's poems in their interrelation with his prose writings. All the *Canti* and the *Operette Morali* will be read as well as selections from the *Zibaldone*, the *Lettere*, and some of the poetry of his contemporaries (Monti, Foscolo, and Manzoni).

635 Boccaccio (also Italian 635) Fall. 4 credits.
T R 10:10–11:25. G. Mazzotta.
The course will cover the *Filosofo*, *Teseida*, and mainly the *Decameron* within their appropriate intellectual context, e.g., Vergil, Ovid, the Chartrians, and will discuss pertinent issues, such as play, desire, theories of nature, and wit.

639–640 Special Topics in Italian Literature 639, fall; 640, spring. 4 credits each term.
Staff.

Romance Studies Literature Courses

303 Isms: General Concepts in Modern Cultural History (also Comparative Literature 303) Spring. 4 credits.

T R 12:20–1:35. C. M. Arroyo.
The possibility of defining terms such as baroque, classicism, etc. The meaning of those "unwritten texts" in historiography. An attempt at a definition of Humanism, baroque, classicism, romanticism, realism, positivism, Marxism, symbolism, futurism, existentialism, structuralism.

[355 The Picaresque Novel in a European Perspective (also Comparative Literature 355)] Not offered 1981–82.]

[459 Being, God, Mind: Humanistic Revolutions from Plato to Vico] Not offered 1981–82.]

[460 Biology and Theology: Approaches to the Origin of Life, Evolution, Heritage and Freedom, Sexuality, and Death (also Comparative Literature 460)] Not offered 1981–82.]

Japanese

Languages and Linguistics

101–102 Elementary Course 101, fall; 102, spring. 6 credits each term. Prerequisite for Japanese 102: 101 or equivalent. Intended for beginners or for those who have been placed in the course by examination.

Lecs, M W F 10:10; drills, M–F 9:05, 11:15, 12:20.
E. H. Jorden and staff.
A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.

123 Accelerated Introductory Japanese Fall. 6 credits. Prerequisite: permission of instructor.
Lecs, M W F 10:10 (with Japanese 101); drills, M W F 12:20. E. H. Jorden and staff.

Accelerated training in listening, speaking, reading, and writing for students who have already acquired a limited facility in Japanese through residence in Japan or brief formal study, but who require additional training to qualify for admission to Japanese 102.

141-412 Japanese for Business Purposes 141, fall; 142, spring. 4 credits each term. Prerequisite for Japanese 142: 141 or permission of instructor.

M-F 1:25. E. H. Jorden and staff.

Introductory Japanese for specialists in international business and economics.

201-202 Intermediate Japanese I 201, fall; 202, spring. 3 credits each term. Prerequisite for Japanese 201: 102 or equivalent. Prerequisite for Japanese 202: 201 or equivalent.

Lecs, M W F 1:25; drills, W 10:10 (with Japanese 205-206). Staff.

Reading of elementary texts with emphasis on expository style.

203-204 Japanese Conversation 203, fall; 204, spring. 4 credits each term. Prerequisite for Japanese 203: 102 or equivalent. Prerequisite for Japanese 204: 203 or 205 or equivalent.

Lecs, M W 1:25; drills, M T R F 10:10 (with Japanese 205-206). Staff.

Training in listening and speaking for students who have acquired a basic oral proficiency.

205-206 Intermediate Japanese I and Conversation 205, fall; 206, spring. 6 credits each term. Prerequisite for Japanese 205: 102 or equivalent. Prerequisite for Japanese 206: 205 or equivalent.

Lecs, M W F 1:25; drill, M-F 10:10 or 2:30. Staff. A combination of Japanese 201-202 and 203-204, for students interested in developing both written and oral skills.

301-302 Intermediate Japanese II 301, fall; 302, spring. 4 credits each term. Prerequisite for Japanese 301: 202 or 206 or equivalent. Prerequisite for Japanese 302: 301 or equivalent.

M W F 2:30. Staff.

Reading of selected modern texts with emphasis on expository style.

303-304 Communicative Competence—Intermediate 303, fall; 304, spring. 3 credits each term. Prerequisite for Japanese 303: 204 or 206 or equivalent for Japanese 304: 303 or equivalent. May be repeated for credit.

M W F 1:25. E. H. Jorden and staff.

Drill in the use of spoken Japanese within the constraints set by a sampling of Japanese social settings.

401-402 Advanced Japanese 401, fall; 402, spring. 4 credits each term. Prerequisite for Japanese 401: 302 or equivalent. Prerequisite for Japanese 402: 401 or equivalent.

M W F 2:30. Staff.

Reading of selected modern texts with emphasis on expository style.

404 Linguistic Structure of Japanese Spring. 4 credits. Prerequisites: Japanese 102 or permission of instructor, and Linguistics 101.

Hours to be arranged. E. H. Jorden.

407-408 Oral Narration and Public Speaking 407, fall; 408, spring. 2 credits each term. Prerequisite: Japanese 304 or permission of instructor.

T R 1:25. Staff.

Instruction in storytelling, lecturing, and speechmaking, with emphasis on both the construction of discourse and Japanese patterns of oral delivery.

421-422 Directed Readings 421, fall; 422, spring. Credit to be arranged. Prerequisite: permission of instructor.

Hours to be arranged. Staff.

Topics are selected on the basis of student needs.

FALCON

161-162 Intensive Japanese 161, fall; 162, spring. 16 credits each term. Prerequisite: permission of instructor.

M-F, six hours each day. E. H. Jorden and staff.

Japanese

131-132 Elementary Course 131, fall; 132, spring. 3 credits each term. Prerequisite for Japanese 131: qualification in Indonesian. Prerequisite for Japanese 132: Japanese 131 or equivalent.

Hours to be arranged. J. U. Wolff.

An elementary language course for those who have had no previous experience in the language.

133-134 Intermediate Course 133, fall; 134, spring. 3 credits each term. Prerequisite for Japanese 133: 132 or equivalent. Prerequisite for Japanese 134: 133 or equivalent.

Hours to be arranged. J. U. Wolff.

203-204 Directed Individual Study 203, fall; 204, spring. 3 credits. Prerequisite: Japanese 134 or equivalent.

Hours to be arranged. J. U. Wolff.

This is a practical language course on an intermediate level in which the students will work through readings on and conversations under the guidance of a native speaker for three contact hours a week.

Old Japanese (see Linguistics 651-652)

Linguistics

101-102 Theory and Practice of Linguistics 101, fall; 102, spring. 4 credits each term.

M W F 9:05; disc, T or R 3:35. Staff.

An introductory course designed primarily for those who intend to major in a language or in general linguistics. (See Linguistics 111-112 for a course designed for nonmajors.) The course satisfies the social science distribution requirement.

111 Themes in Linguistics Fall. 4 credits. No prerequisites. Intended primarily for nonmajors. (Prospective linguistics majors should see Linguistics 101-102.) This course together with one of Linguistics 112, 244, 302, 405, 406, 415 or 416 provides a general education sequence in linguistics that satisfies the social science distribution requirement. Other linguistics courses may be used to satisfy the requirement if consent is obtained.

M W F 10:10. S. McConnell-Ginet.

Basic linguistic concepts are introduced; relationship of linguistics to other disciplines is explored; emphasis on biological, psychological, social, and cultural contexts of language use.

[112 Themes in Linguistics] Spring. 4 credits. Prerequisite: Linguistics 111 or permission of instructor. Special topics. Not offered 1981-82.]

113-114 English of Spanish-English Bilinguals 113, fall; 114, spring. 3 credits each term. Linguistics 113 is not a prerequisite for 114.

M W F 1:25. D. F. Solá.

An introductory sociolinguistic course on the English language as used in Spanish-English bilingual communities. Fall semester topics include linguistic interference, code-switching, generational differences, and variation related to social function. Spring semester topics concentrate on variation in the use of English in the different Spanish-English communities established in the United States.

201 Phonetics Fall. 3 credits.

T R 12:20-1:35. J. S. Noblitt.

Introductory level study of practical and theoretical aspects of phonetics; emphasis on identifying, producing, and transcribing speech sounds.

[202 Instrumental Phonetics] Spring. 3 credits. Prerequisite for 202: 201. Not offered 1981-82.

Intermediate level study of practical, experimental, and theoretical aspects of articulatory and acoustic phonetics.]

[244 Language and the Sexes (also Women's Studies 244)] Spring. 4 credits. Prerequisites: Linguistics 101 or 111, or Psychology 215, or permission of instructor. M W F 1:25. S. McConnell-Ginet. Not offered 1981-82.]

302 Multilingual Societies and Cultural Policy Spring. 4 credits.

T R 2:30-4. D. F. Solá.

An interdisciplinary analysis of the impact of bilingualism on society, particularly in education and communication arts. The FLEX model is used to suggest a method of evaluating policy and program alternatives.

303 Phonology Fall. 4 credits. Prerequisite: Linguistics 101 or 111 or 601 or the equivalent.

T R 8:30-9:45. L. R. Waugh.

A general survey of phonemics and of Jakobsonian distinctive feature theory, as well as selected other topics in autonomous phonology.

304 Morphology Spring. 4 credits. Prerequisite: Linguistics 101 or 111 or 601 or the equivalent.

T R 8:30-9:45. L. R. Waugh.

A general survey focusing on the relationship of meaning and form in morphology.

306 Functional Syntax Fall. 4 credits.

Prerequisite: Linguistics 102 or permission of instructor.

M W F 10:10. D. F. Solá.

A general survey of syntactic theories which highlight grammatical function, and reveal its role in discourse structure.

306 Dialectology Spring. 4 credits. Offered alternate years.

Hours to be arranged. Staff.

Methods and procedures of dialectological study with introduction to the major dialect atlases.

311-312 The Structure of English 311, fall; 312, spring. 4 credits each term. Prerequisite for Linguistics 311: 102 or permission of instructor. Prerequisite for Linguistics 312: 311 or permission of instructor.

M W F 11:15. S. McConnell-Ginet.

311 provides an overview of the syntactic structure of English, drawing upon relevant theoretical approaches. 312 deals with phonology, morphology, and special problems of English structure and semantics.

313 English for Teachers of English Fall.

4 credits. Prerequisite: for undergraduate majors, Linguistics 101-102 or equivalent. For graduate students, concurrent registration in Linguistics 601.

T R 12:20-1:50. M. Martin.

A course in modern English for teachers of non-native speakers. An analysis of the phonetics, grammar, and semantics of the language in terms applicable to both classroom teaching and materials development.

314 Teaching English as a Foreign Language Spring. 4 credits. Prerequisites: Linguistics 313.

T R 12:20-1:50. M. Martin.

Methods and techniques used in teaching of English language skills to non-native speakers are examined. Attention is given to materials design and to current issues and new trends in the fields.

318 Style and Language Spring. 4 credits.
Prerequisite: Linguistics 101 or permission of instructor.

Hours to be arranged. G. M. Messing.

341 India as a Linguistic Area Fall. 4 credits.
Prerequisite: Linguistics 102 or permission of instructor.

Hours to be arranged. J. W. Gair, G. Kelley.
Cross-family influences in an area of interaction over a long time span are considered. No knowledge of Indian languages is expected.

400 Language: A Functional and Semiotic System Spring. 4 credits. Prerequisites: Linguistics 101 and one other course in linguistics, or permission of the instructor.

Hours to be arranged. L. R. Waugh.
An introduction to the study of language as a functionally cohesive system and as a system of signs similar to other semiotic systems.

[401 Language Typology] Fall. 4 credits.
Prerequisite: Linguistics 304. Not offered 1981–82.
M W F 1:25. C. F. Hockett.

Examination of a variety of languages in relation to typological categories.]

[402 Contrastive Analysis] Spring. 4 credits.
Prerequisite: Linguistics 101–102 or permission of instructor.

Hours to be arranged. H. L. Kufner.

403 Applied Linguistics and Second Language Acquisition Spring. 4 credits. Prerequisite: a course in the structure of a language at the 400 level.
T R 10:10–11:25. J. S. Noblitt.

Examination of the theoretical bases of applied linguistics including current language-teaching methodologies.

404 Comparative Methodology Fall. 4 credits.
Prerequisite: Linguistics 303 or permission of the instructor.

T R 2:30–3:45. R. B. Jones, Jr.
Exemplification of the methods of comparative reconstruction of proto-languages using problems selected from a variety of language families; methods of evaluating reconstructions.

[405–406 Sociolinguistics] 405, fall; 406, spring. 4 credits each term. Prerequisites: Linguistics 101–102 or 111–112 or permission of instructor. Linguistics 405 is not a prerequisite to 406. Not offered 1981–82.

Hours to be arranged. J. U. Wolff.
Social influences (ethnic, socioeconomic, educational) on linguistics behavior; shifts in register, style, dialect, or language in different speech situations.]

410 Historical Linguistics: Methods and Approaches Spring. 4 credits. Linguistics 102 or permission of instructor.

Hours to be arranged. J. Jasanoff.
A survey of the basic mechanisms of linguistic change, with special attention to comparative and internal reconstruction.

411–412 Transformational Grammar: Syntax and Semantics 411, fall; 412, spring. 4 credits each term. Prerequisite for Linguistics 412: 411.

T R 10:10–11:25. J. S. Bowers.
411 introduces the theory of syntax within a generative-transformational framework. 412 is an advanced course on syntax and the relation of syntax to semantics.

413–414 Generative Phonology 413, fall; 414, spring. 4 credits each term. J. S. Bowers. Offered alternate years. Hours to be arranged.

415–416 Social Functions of Language 415, fall; 416, spring. 4 credits each term. Prerequisites: Linguistics 101 or 111, or permission of instructor.

M W F 2:30. G. Kelley.
The function of language in society; social constraints on linguistic behavior, including taboos, jargons, registers, social and socially perceived dialects.

417 History of the English Language Fall. 4 credits. Prerequisite: permission of instructor.
M W F 1:25. G. Kelley.

Development of modern English; external history; phonological, grammatical, and lexical change. The English language in America.

421 Linguistics Semantics Spring. 4 credits.
Prerequisites: Linguistics 101–102 or equivalent, plus a course in syntax or the structure of English or some other language, or permission of instructor.
M W F 11:15. S. McConnell-Ginet.

An introduction to theories of word, sentence, and discourse meaning and their application in linguistic description; readings deal primarily with the semantic analysis of English.

[440 Dravidian Structures] Fall or spring, according to demand. 4 credits. Prerequisite: Linguistics 102. Not offered 1981–82.

G. Kelley.
A comparative and contrastive analysis of the structures of several Dravidian languages.]

442 Indo-Aryan Structures Fall or spring, according to demand. 4 credits. Prerequisite: Linguistics 102.

Hours to be arranged. J. W. Gair.
Typological discussion of the languages of the subfamily: phonology and grammar.

493 Honors Thesis Research Fall. 4 credits.

Hours to be arranged. Staff.
May be taken before or after Linguistics 494 or may be taken independently.

494 Honors Thesis Research Spring. 4 credits.
Hours to be arranged. Staff.
May be taken as a continuation of, or before, Linguistics 493.

600 Field Methods Either term. 4 credits.
Prerequisites: Linguistics 101 or 201.
Hours to be arranged. F. E. Huffman.
Elicitation, recording, and analysis of data from a native speaker of a language not generally known to students.

601–602 Proseminar: Introduction to Graduate Study 601, fall; 602, spring. 4 credits each term. Primarily for entering graduate students majoring in general linguistics, but, with permission of instructor, open to those minoring in linguistics or majoring in the linguistics of specific languages.

M W F 10:10 and M 3:35. Staff.
A survey of the major sub-areas of linguistics. Emphasis is on basic concepts, current issues and their background, and methodology, with discussions and data-oriented problems based on extensive readings.

603 History of Linguistics Fall. 4 credits.

T R 12:20–1:35. G. M. Messing.
The history of linguistics from early Greek and Sanskrit grammarians to the modern period.

[607 Schools of Linguistics] Fall. 4 credits.
Prerequisites: Linguistics 102 or 602 and permission of instructor. Not offered 1981–82.

Hours to be arranged. J. E. Grimes.
Readings and descriptions of major schools of linguistic thought in the twentieth century.]

[608 Discourse Analysis] Spring. 4 credits.
Prerequisite: permission of instructor. Not offered 1981–82.

J. E. Grimes.
Linguistics theory applied to relationships beyond the sentence.]

[610 Topics in Transformational Grammar] Fall or spring. 3 credits. Prerequisite: permission of instructor. Not offered 1981–82.

Hours to be arranged. J. S. Bowers.
A survey of the development and current state of generative grammatical theory.]

[621–622 Hittite] 621, fall; 622, spring. 4 credits each term. Prerequisite for Linguistics 621: permission of instructor. Prerequisite for Linguistics 622: 621 or permission of instructor. J. Jasanoff. Not offered 1981–82.]

[631–632 Comparative Indo-European Linguistics] 631, fall; 632, spring. 4 credits each term. Prerequisite for Linguistics 631: permission of instructor. Prerequisite for Linguistics 632: 631 or permission of instructor. Not offered 1981–82.

J. Jasanoff.
Fall: Introduction to phonology, branches of the family. Spring: Grammar.]

640 Elementary Pali Fall or spring, according to demand. 3 credits.

Hours to be arranged. J. W. Gair.
An introduction to the language of the canonical texts of Theravada Buddhism. Reading of authentic texts, with emphasis on both content and grammatical structure.

641–642 Elementary Sanskrit 641, fall; 642, spring. 3 credits each term. Prerequisite for Linguistics 642: 641.

Hours to be arranged. Fall: G. Messing; spring: J. Jasanoff.

672 Comparative Slavic Linguistics Spring. 4 credits. Prerequisite: Linguistics 671 or permission of instructor.

Hours to be arranged. E. W. Browne.

700 Seminar Fall or spring, according to demand. Credit to be arranged.

Hours to be arranged. Staff.
Seminars are offered according to faculty interest and student demand. Topics in recent years have included subject and topic; Montague grammar; speech synthesis; linguistic computation; classical and autonomous phonology; Japanese sociolinguistics; relational grammar; semantics and semiotics; and other topics.

701–702 Directed Research 701, fall; 702, spring. 1–4 credits.

Hours to be arranged. Staff.

751 Thai Dialectology Fall. 4 credits.
Prerequisites: Linguistics 303 and permission of instructor.

Hours to be arranged. R. B. Jones.
Geographical distribution of the Thai languages and methods of classifying and subgrouping.

752 Comparative Thai Spring. 4 credits.
Prerequisites: Linguistics 404 or equivalent, and permission of instructor.

Hours to be arranged. R. B. Jones, Jr.
Comparative reconstruction of Proto-Thai including various points of view and criteria for subgrouping.

753 Tibeto-Burman Linguistics Fall. 4 credits.
Prerequisites: Linguistics 404 or equivalent, and permission of instructor.

Hours to be arranged. R. B. Jones, Jr.
Comparative reconstruction of Tibeto-Burman with emphasis on the Lolo-Burmese branch and historical study of Burmese.

Pali

See Linguistics 640.

Polish

[131–132 Elementary Course] 131, fall; 132, spring. 3 credits each term. Prerequisite for Polish 132: 131 or equivalent. E. W. Browne. Not offered 1981–82.]

133–134 Intermediate Course 133, fall; 134, spring. 3 credits each term. Prerequisite for Polish 133: 132 or equivalent. Prerequisite for Polish 134: 133 or equivalent.

Hours to be arranged. E. W. Browne.

Portuguese

121–122 Elementary Course 121, fall; 122, spring. 4 credits each term. Intended for beginners or for those who have been placed in course by examination. Students may attain qualification upon completion of 122 by achieving a satisfactory score on a special examination.

Lec, W 12:20; drills, M T R F 12:20 or 1:25. Staff. A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.

203–204 Intermediate Composition and Conversation 203, fall; 204, spring. 3 credits each term. Prerequisite for Portuguese 203: qualification in Portuguese. Prerequisite for Portuguese 204: 203 or permission of instructor.

M W F 10:10. Staff.

Conversational grammar review with special attention to pronunciation and the development of accurate and idiomatic oral expression. Includes readings in contemporary Portuguese and Brazilian prose and writing practice.

[303–304 Advanced Composition and Conversation] 303, fall; 304, spring. 4 credits each term. Prerequisite for Portuguese 303: 204 or equivalent. Prerequisite for Portuguese 304: 303 or equivalent. Not offered 1981–82.]

305–306 Readings in Luso-Brazilian Culture 305, fall; 306, spring. 4 credits each term. Prerequisites. Portuguese 204 or equivalent or permission of instructor.

Hours to be arranged. Staff.

700 Seminar in Portuguese Linguistics Fall or spring, according to demand. 4 credits.

Hours to be arranged. Staff. Selected problems in the structure of Portuguese.

Quechua

131–132 Elementary Course 131, fall; 132, spring. 3 credits each term. Prerequisite: qualification in Spanish.

M W F 11:15. D. F. Solá.

A beginning conversation course in the Cuzco dialect of Quechua.

133–134 Intermediate Course 133, fall; 134, spring. 3 credits each term. Prerequisite for Quechua 133: 131–132 or equivalent. Prerequisite for Quechua 134: 133 or equivalent.

Hours to be arranged. D. F. Solá.

An intermediate conversation and reading course. Study of the Huarochiri manuscript.

700 Seminar in Quechua Linguistics Fall or spring. Credit to be arranged. Prerequisite: permission of instructor.

Hours to be arranged. D. F. Solá.

Romanian

131–132 Elementary Course 131, fall; 132, spring. Offered according to demand. 3 credits. Prerequisite for Romanian 132: 131 or equivalent. Hours to be arranged. Staff.

133–134 Elementary Course II 133, fall; 134, spring. Offered according to demand. 3 credits. Prerequisite for Romanian 134: 133 or equivalent. Hours to be arranged. Staff.

Romance Studies

Languages and Linguistics

[321–322 History of the Romance Languages]

321, fall; 322, spring. 4 credits each term. Prerequisite for 322: 321. Offered alternate years. Not offered 1981–82.

Diachronic development of the Romance languages from Latin, with emphasis on Spanish, French, Italian, and Romanian. 321 concentrates on external history and phonological changes. 322 concentrates on morphological and syntactic developments.]

323 Comparative Romance Linguistics Spring. 4 credits.

Hours to be arranged. C. Rosen.

Basic characteristics of the Romance language family. Salient features of eight Romance languages; broad and localized trends in phonology, syntax, and the lexicon; elements of dialectology.

620 Area Topics in Romance Linguistics Spring. 4 credits. May be repeated for credit. Topics vary.

Hours to be arranged. J. S. Noblit.

[621 Problems and Methods in Romance Linguistics] Spring. 4 credits. C. Rosen. Not offered 1981–82; next offered spring 1983.]

[622 Romance Dialectology] Spring. 4 credits. Offered every third year. Not offered 1981–82. Diachronic and synchronic survey of dialects of the Romance language areas.]

Russian

G. Gibian, director of undergraduate studies (literature), 193 Goldwin Smith Hall, 256–4047; R. L. Leed, director of undergraduate studies (language), 207 Morrill Hall, 256–3554. L. H. Babby, E. W. Browne, P. Carden, C. Emerson, N. Perlina, S. Senderovich, A. Zholkovsky

The Russian Major

Russian majors study Russian language, literature, and linguistics, emphasizing their specific interests. It is desirable, although not necessary, for prospective majors to complete Russian 101–102, 201–202, and 203–204 as freshmen and sophomores since these courses are prerequisites to most of the junior and senior courses that count toward the major. Students may be admitted to the major upon satisfactory completion of Russian 102 or the equivalent. Students who elect to major in Russian should consult both Professor Gibian and Professor Leed as soon as possible. For a major in Russian students will be required to complete (1) Russian 301–302 or 303–304 or the equivalent, (2) 18 credits from 300- and 400-level literature and linguistics courses, of which 12 credits must be in literature in the original language.

Honors. Students taking honors in Russian undertake individual reading and research and write an honors essay.

Russian and Soviet Studies Major

See the Special Programs and Interdisciplinary Studies section, which follows the department listings.

Languages and Linguistics

101–102 Elementary Courses 101, fall; 102, spring. 6 credits each term. Prerequisite for Russian 102: 101 or equivalent. Intended for beginners or

students placed by examination and those who wish to obtain qualification within two semesters or who wish to enter the 200-level sequence the following fall semester.

Lecs, T R 2:30 or T R 11:15; drills M–F 8, 9:05, 12:20 or 1:25. R. L. Leed and staff.

A thorough grounding is given in all the language skills: listening, speaking, reading, and writing. Language practice is in small groups. Lectures cover grammar, reading, and cultural information.

121–122 Elementary Course 121, fall; 122, spring. 4 credits each term. Prerequisite for Russian 122: 121 or equivalent. Intended for beginners or students placed by examination. Students who obtain a CPT achievement score of 560 after Russian 121–122 attain qualification and may enter the 200-level sequence; otherwise Russian 123 is required for qualification.

Lec, T 2:30; drills, M W R F 8, or 2:30. Staff.

A thorough grounding is given in all the language skills: listening, speaking, reading, and writing. Language practice is in small groups. Lectures cover grammar, reading, and cultural information.

123 Continuing Russian Fall. 4 credits. Limited to students who have previously studied Russian and have a CPT achievement score between 450 and 559. Satisfactory completion of Russian 123 fulfills the qualification portion of the language requirements.

M–F 3:35. Staff.

A prequalification course designed to prepare students for study at the 200 level. Passing this course is equivalent to qualification.

203–204 Composition and Conversation 203, fall; 204, spring. 3 credits each term. Prerequisite: qualification in Russian. Prerequisite for Russian 204: 203 or equivalent.

Drills, M W R F 11:15 or 1:25. R. L. Leed and staff.

Guided conversation, composition, reading, pronunciation, and grammar review, emphasizing the development of accurate and idiomatic expression in the language.

Note: Students placed in the 200-level courses also have the option of taking courses in introductory literature; see separate listings under Russian 200, 201 and 202 for descriptions of these courses, any of which may be taken concurrently with the 203–204 language courses described above. The introductory literature courses are offered by the respective literature departments and the 203–204 language courses by the Department of Modern Languages and Linguistics.

[301–302 Advanced Russian Morphology and Syntax] 301, fall; 302, spring. 4 credits each term. Prerequisite for Russian 301: 204 or equivalent. Prerequisite for 302: 301. L. H. Babby. Not offered 1981–82. Next offered 1982–83.

This course is intended to increase the student's active command of Russian syntactic constructions and vocabulary.]

303–304 Advanced Composition and Conversation 303, fall; 304, spring. 4 credits each term. Prerequisite for Russian 303: 204 or equivalent. Prerequisite for Russian 304: 303 or equivalent.

M W F 12:20. J. Bosky.

305–306 Directed Individual Study 305, fall; 306, spring. 2 credits. Prerequisite for Russian 305: 303–304 or equivalent. Prerequisite for Russian 306: 305.

Hours to be arranged. J. Bosky.

This is a practical language course on an advanced level and is designed to improve oral control of colloquial Russian.

[401–402 History of the Russian Language] 401, fall; 402, spring. 4 credits each term. Prerequisite for 401 is qualification in Russian. First term or equivalent is prerequisite to the second. Offered alternate years. Not offered 1981–82.

L. H. Babby.
Phonological, morphological, and syntactic developments from Proto-Slavic to modern Russian.]

403-404 Linguistic Structure of Russian 403, fall; 404, spring. 4 credits each term. Prerequisite for Russian 403: qualification in Russian; Linguistics 101-102 recommended. Prerequisite for Russian 404: 403 or equivalent. Offered alternate years.

Hours to be arranged. L. H. Babby.
A synchronic study and analysis of Russian linguistic structure. Russian 403 deals primarily with phonology and morphology and 404 with syntax.

601 Old Church Slavic Fall. 4 credits. This course is prerequisite to Russian 602. Offered alternate years.

Hours to be arranged. E. W. Browne.
Grammar and reading of basic texts.

602 Old Russian Spring. 4 credits. Prerequisite: Russian 601. Offered alternate years.
Hours to be arranged. L. H. Babby.
Structural analysis of Old Russian, and close reading of texts.

[700 Seminar in Slavic Linguistics Offered according to demand. Variable credit. Not offered 1981-82.

Staff.
Topics chosen according to the interests of staff and students.]

Literature Courses

Courses in English Translation

103 Freshman Seminar: Classics of Russian Thought and Literature Fall and spring. 3 credits each term.

M W F 11:15 or T R 2:30-3:45. Staff.
Emphasis is on connections between Russian literary masterpieces and their historical background. The seminar covers both nineteenth- and twentieth-century works. Readings in English translation of Dostoevsky, Solzhenitsyn, and others.

104 Freshman Seminar: Nineteenth-Century Russian Literary Masterpieces Fall and spring. 3 credits each term.

M W F 9:05 or M W F 12:20. Staff.
Readings in English translation of works by Dostoevsky, Tolstoy, and others, limited to nineteenth-century authors. A slightly more literary and less historical course than Russian 103.

105 Freshman Seminar: Twentieth-Century Russian Literary Masterpieces Spring. 3 credits.

M W F 9:05. Staff.
Readings in English translation of works by Babel, Pasternak, Solzhenitsyn, and others, studied against the background of Soviet social and political developments.

[106 Freshman Seminar: Revolution in the Russian Arts Not offered 1981-82.]

307 Themes from Russian Culture Fall. 4 credits.

M W F 1:25. C. Emerson.
Russian is a difficult culture to understand in part because it has had, at least until the twentieth century, two cultures: a Westernized elite and a conservative Orthodox peasantry. Many of the greatest works of Russian culture are attempts to bring these two cultures together—Tolstoy and Dostoevsky in literature, Mussorgsky in music, Repin in visual arts. To appreciate this great flowering of Russian culture in the nineteenth century, some understanding of the traditional values of Old Russia (and the transitional values of New Russia) is essential. This course looks at the visual art of ancient Muscovy, the lives of its saints, the image of the city (Petersburg), and the cultural crisis which resulted from the collision of East with West. Developments in

music are included if students express an interest. Works of moderate length by Pushkin, Gogol, Dostoevsky, Tolstoy, and Chekhov are read as cultural artifacts—with the goal of determining, by the end of the course, what constitutes a "Russian theme."

308 Themes from Russian Culture Spring. 4 credits.

M W F 1:25. C. Emerson.
Continuation of 307 into the Soviet period, although either course may be taken separately. Themes include the liberating (and later enslaving) effect of the Revolution, the politicization of Russian literature, and "socialist realism" versus the realistic tradition of Tolstoy and Solzhenitsyn.

[314 Intellectual Background of Russian Literature, 1825-1930 Not offered 1981-82.]

330 The Soviet Union: Politics, Economics, and Culture (also Economics and Government 330) Fall. 4 credits.

T R 2:30-3:45. G. Gibian, D. Holloway, G. Staller.
Interdisciplinary survey of the USSR since the Revolution, with emphasis on contemporary developments.

332 Russian Theatre and Drama Fall. 4 credits. No Prerequisites.

T R 12:20-1:35. S. Senderovich.
A survey of Russian theatre and drama from the beginning to the present time. Reading and discussion of major plays. In English translation.

334 The Russian Short Story Spring. 4 credits.

There may be a section for Russian readers.
T R 12:20-1:35. A. Zholkovsky.
A survey of two centuries of Russian story telling. Emphasis on the analysis of individual stories by major writers, on narrative structure, and on related landmarks of Russian literary criticism. In English translation.

[350 Tolstoy and the Disciplines (also College Scholar 350) Not offered 1981-82.]

367 The Russian Novel Fall. 4 credits. Also open to graduate students. There will be a special discussion section for students who read Russian; if they are Russian majors, they may count the course as one in the original language.

T R 10:10 and a third hour to be arranged.
G. Gibian.
Study of the major Russian prose writers of the nineteenth and twentieth centuries. Novels and short stories by Gogol, Turgenev, Tolstoy, Dostoevsky, Chekhov, Solzhenitsyn, and others. In English translation.

368 Soviet Literature Spring. 4 credits.

T R 10:10 and a third hour to be arranged.
G. Gibian.
Selected works of Russian literature, 1917 to date, examined primarily as works of art, with some attention to their social, political, and historical importance. Mayakovsky, Babel, Pasternak, Solzhenitsyn, and others. In English translation.

369 Dostoevsky Spring. 4 credits. There may be an additional session for students who read Russian.

M W 12:20 and a third hour to be arranged.
N. Perlina.
The emphasis will be on the social, philosophical, cultural and poetic context of Dostoevsky's major works. Several general discussions will examine the central problems of Dostoevsky's writing. In English translation.

379 The Russian Connection (also Comparative Literature 379) Spring. 4 credits.

M W F 10:10. P. Carden.
Russian literature in its European context. We will discuss great works of the Russian prose tradition in their reciprocal relations with European prose. Among

the Russian works to be studied will be short stories by Pushkin, Gogol, Turgenev, and Chekhov, and Tolstoy's *War and Peace* and Dostoevsky's *The Idiot*. Among the European authors whose work helped to shape or was in some degree shaped by Russian literature, we will look at Sterne (*Tristram Shandy*), Hoffmann, Sand, Stendhal (*The Charterhouse of Parma*), and Maupassant. In English translation.

389 Modern Literature in Poland, Czechoslovakia, and Yugoslavia (also Comparative Literature 389) Spring. 4 credits.

T R 2:30-3:45. G. Gibian.
The course will focus on novels and short stories, but some consideration will also be given to drama and poetry. No knowledge of Eastern European languages is required; the reading will be done in English translation. Primary emphasis will be on the texts as literary works of art, but attention will also be given to historical and political backgrounds. Whenever possible, Eastern European films relating to work in the course will be shown.

[415 Fairytale and Narrative (also Comparative Literature 415) Not offered 1981-82.]

[493 Tolstoy's War and Peace and Children's Stories: Thematic Invariance and Plot Structure Not offered 1981-82.]

[498 The Age of Symbolism Not offered 1981-82.]

[499 Russian Modernism Not offered 1981-82.]

Courses in Russian

Of the courses listed below, the texts read are in Russian or the language of instruction is Russian, or both.

201-202 Readings in Russian Literature 201, fall; 202, spring. 3 credits each term. Prerequisite: qualification in Russian. Open to freshmen.

M W F 10:10. C. Emerson.
Designed as the first literature course taken entirely in Russian—both readings and class discussions. Daily assignments are short and considerable guidance is provided; there is no presumption of fluency. The goals of the course are to introduce students to major genres (lyric poetry, fairytale, drama, narrative prose); to sample widely differing literary styles, and to accomplish both without recourse to English. Readings from the nineteenth-century masters: Pushkin, Gogol, Tolstoy, Dostoevsky, supplemented by twentieth-century poetry. Wherever possible selected texts are also studied in "transposed" form—first the original, then an illustrated film strip, poetic reading, musical setting, or excerpt from an opera libretto (Mussorgsky's *Boris Godunov*, Rimsky-Korsakov's *Tsar Saltan*, Prokofiev's *War and Peace*).

331 Russian Poetry Fall. 4 credits. Prerequisites: Russian 202 or the equivalent and permission of the instructor. This course may be counted towards the 12 credits of Russian literature in the original for the Russian major.

M W F 12:20. A. Zholkovsky.
A survey of Russian poetry with primary emphasis on analysis of individual poems by major poets.

[335 Gogol Not offered 1981-82.]

393 Honors Essay Tutorial Fall or spring. 4 credits.

Hours to be arranged. Staff.

431 Russian Prose Fiction Fall. 4 credits. Prerequisites: Russian 202 or the equivalent, and permission of instructor. This course may be counted towards the 12 credits of Russian literature in the original for the Russian major.

M W 2:30 and one hour to be arranged. P. Carden.
In 1981 we will focus on the shorter works of

Turgenev and Tolstoy: *Zapiski okhotnika*, *Asya*, *Rudin*, *Veshnye vody*, *Kazaki*, *Semeinoe schast'e*, and *Khadzhi Murad*. Reading in the original.

432 Pushkin Spring. 4 credits. Prerequisites: Russian 202 or equivalent, and permission of instructor. This course may be counted towards the 12 credits of Russian literature in the original for the Russian major.

M W 2:30 and one hour to be arranged.

S. Senderovich.

Reading in the original language and discussion of selected works by Pushkin: lyrics, narrative poems, prose, plays, and *Eugene Onegin*.

492 Supervised Reading in Russian Literature

Fall or spring. 2–4 credits each term.

Hours to be arranged. Staff.

Graduate Seminars

611 Supervised Reading and Research Fall or

spring. 2–4 credits each term. Prerequisite:

permission of the department.

Hours to be arranged. Staff.

617 Stylistics Fall. 4 credits. There will be a small charge for photocopied materials.

M W F 1:25. N. Perlina.

Advanced work on Russian style with an emphasis on practical application in spoken and written Russian and in translating. A variety of texts will be used from love poems to letters. The excerpts will provide material for practical work on levels of style in the language with emphasis on contemporary Russian style.

618 Russian Stylistics Spring. 4 credits. Taught in Russian.

W 4–6. S. Senderovich.

A continuation of Russian 617, though each course may be taken independently.

620 Studies in Modern Poetry Fall. 4 credits.

Open to seniors. Taught in Russian.

W 4–6. A. Zholkovsky.

A survey, discussion, and comparison of the poetic contribution of six major poets (Akhmatova, Cvetaeva, Esenin, Mandelstam, Mayakovsky, Pasternak). Emphasis on thematic, structural, and stylistic similarities and differences, and on subtleties of texture. In the original. There may be a section on poetic translation.

[621 Russian Literature from the Beginnings to 1700 Not offered 1981–82.]

[622 Eighteenth-Century Literature Not offered 1981–82.]

624 Russian Romanticism Fall. 4 credits. Taught in Russian.

T 4–6. S. Senderovich.

A survey of concepts, themes, genres, and main individual contributions in Russian literature of the Age of Romanticism.

[625 Russian Realism Not offered 1981–82.]

[671 Seminar in Nineteenth-Century Russian Literature Not offered 1981–82.]

[672 Seminar in Twentieth-Century Russian Literature Not offered 1981–82.]

701 Proseminar: Methods in Research and Criticism Spring. Variable credit: 4 credits for both extra session and Tuesday session; 3 credits for the Tuesday session only; 1 credit for the extra session only.

T 4–6 and one hour to be arranged. P. Carden and

A. Zholkovsky.

Intended to provide a foundation in scholarly

research techniques and critical methodologies, indispensable for independent work at the graduate level.

Tuesdays will be devoted to a survey of critical methods, Russian and Western, with discussion of their advantages and methodologies. The extra session, required of all graduate students who have not had a similar course, will concentrate on bibliography and the development of good research technique. Either session may be taken separately.

Related Courses in Other Departments

The Gothic Novel (Society for the Humanities 415) Fall. 4 credits.

R 1:25–3:10. R. Miller.

The Gothic novel should not be dismissed as pulp fiction dealing solely with "unspeakable terrors" and "dark labyrinths." Students will examine in these novels the merging of comic realism with fantasy, of the genuinely tragic with the sentimental, of the horrid with the beautiful. We shall consider the textual and historical reasons for the immense popular success of these novels, which were literally "read to pieces."

The Confession: Rhetoric and Morality (Society for the Humanities 416) Spring. 4 credits.

R 1:25–3:10. R. Miller.

Many writers (such as Diderot, Gogol, and Dostoevsky), recognizing the problematic nature of the confession, have made use of it to exploit and portray textual and moral paradoxes. Others (such as St. Augustine, Montaigne, Rousseau, and Tolstoy), who understood the double-edged nature of this genre, still undertook to find genuine expression within it. We shall study literary confessions (both fictional and autobiographical) from the standpoint of the audience—whether that audience is actual, fictive, or composed of some aspect of the author's own being.

Sanskrit

See Linguistics 641–642.

Serbo-Croatian

131–132 Elementary Course 131, fall; 132,

spring. 3 credits each term. Prerequisite for Serbo-Croatian 132: 131 or equivalent.

Hours to be arranged. E. W. Browne.

[133–134 Intermediate Course II 133, fall; 134, spring. 3 credits each term. Prerequisite for 133: 132 or equivalent. Prerequisite for 134: 133 or equivalent.

E. W. Browne. Not offered 1981–82.]

Sinhala (Sinhalese)

J. W. Gair

101–102 Elementary Course 101, fall; 102, spring. 6 credits each term. Prerequisite for Sinhala 102: 101 or equivalent.

Hours to be arranged. J. W. Gair.

A semi-intensive course for beginners. A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.

201–202 Sinhala Reading 201, fall; 202, spring. 3 credits each term. Prerequisite for Sinhala 201: qualification in Sinhala. Prerequisite for Sinhala 202: 201 or equivalent.

Hours to be arranged. J. W. Gair.

203–204 Composition and Conversation 203, fall; 204, spring. 3 credits each term. Prerequisite for Sinhala 203: 202 or permission of instructor.

Prerequisite for Sinhala 204: 203 or equivalent.

Hours to be arranged. J. W. Gair.

Related Courses

See also Linguistics 341, 442, 631, 640, 641, 644.

Spanish

M. Suñer, director of undergraduate studies (language), 217 Morrill Hall, 256–4298; J. Tittler, director of undergraduate studies (literature), 269 Goldwin Smith Hall, 256–5038. U. J. DeWinter, J. W. Kronik, C. Moron-Arroyo, C. Piera, M. Randel, E. M. Santf, K. Vernon

The Major

The major is designed to give students proficiency in the oral and written language, to acquaint them with Hispanic culture, and to develop their skill in literary and linguistic analysis. Satisfactory completion of the major should enable students to meet language and literature requirements for teaching, to continue with graduate work in Spanish, or to satisfy standards for acceptance into the training programs of the government, social agencies, and business concerns. A Spanish major combined with another discipline may also allow a student to undertake preprofessional training for graduate study in law or medicine. Students interested in a Spanish major are encouraged to seek faculty advice as early as possible. For acceptance into the major, students should consult the director of undergraduate studies in Spanish, Professor Tittler (269 Goldwin Smith Hall), who will admit them to the major, and choose an adviser from the Spanish faculty of either the Department of Romance Studies or the Department of Modern Languages and Linguistics. Spanish majors will then work out a plan of study in consultation with their advisers. Previous training and interests, as well as vocational goals, will be taken into account when the student's program of courses is determined.

Spanish 201 and 204 (or equivalent) are prerequisite to entering the major in Spanish. All majors will normally include the following core courses in their programs:

- 1) two literature courses of the 315–316–317 series.
- 2) 303 and 312 (or equivalent)

Spanish majors have great flexibility in devising their programs of study and areas of concentration. Some typical options of the major are:

- 1) Spanish literature, for which the program of study normally includes at least 24 credits of Spanish literature beyond the core courses. Literature majors are strongly urged to include in their programs courses in all the major periods of Hispanic literature.
- 2) Spanish linguistics, for which the program normally includes 401, 407, 408, and at least 12 additional credits in general or Spanish linguistics. (Linguistics 101–102 are recommended before entering this program.) Students interested in including linguistics in their programs should consult with the coordinator of Spanish for the Department of Modern Languages and Linguistics, Prof. M. Suñer.
- 3) A combination of literature and linguistics.
- 4) Any of the above options with certain courses in other disciplines counted towards the major. Whichever option a student chooses, he or she is encouraged to enrich the major program by including a variety of courses from related fields or by combining Spanish with related fields such as history, philosophy, sociology, anthropology, art, music, Classics, English, comparative literature, and other foreign languages and literatures.

Study abroad. Spanish majors are encouraged to spend all or part of the junior year in a Spanish-speaking country on one of the study-abroad programs organized by American universities that allow the transfer of grades and credits.

The J. G. White Prize and Scholarships are available annually to students who achieve excellence in Spanish.

Honors. Honors in Spanish may be achieved by superior students who wish to undertake guided

independent reading and research in an area of their choice. Students in the senior year select a member of the Spanish faculty from either the Department of Romance Studies or the Department of Modern Languages and Linguistics to supervise their work and direct the writing of their honors essays (see Spanish 429-430).

Depending on the course, a small fee may be charged for copies of texts for course work.

Languages and Linguistics

121-122 Elementary Course 121, fall; 122, spring. 4 credits each term. Prerequisite for Spanish 121: 121. Special sections of this course are available for students with qualification in another language. Intended for beginners or students placed by examination. Students who obtain a CPT achievement score of 560 after Spanish 121-122 attain qualification and may enter the 200-level sequence; otherwise Spanish 123 is required for qualification.

Fall and spring: lec, R 12:20, R 2:30, F 11:15, or F 1:25; drills, M-R 8, 9:05, 10:10, 11:15, 12:20, 1:25, 2:30, 3:35. Evening prelims: fall, 7:30 p.m., Oct. 27; spring, 7:30 p.m., April 8. C. Piera and staff.

A thorough grounding is given in all language skills: listening, speaking, reading, and writing. Language practice is in small groups. Lecture covers grammar, reading, and cultural information.

123 Continuing Spanish Fall or spring. 4 credits. Limited to students who have previously studied Spanish and have a CPT achievement score between 450 and 559. Satisfactory completion of Spanish 123 fulfills the qualification portion of the language requirement.

Fall: lec, M 11:15 or 1:25; drills, T-F 8, 9:05, 10:10, 11:15, 12:20, 1:25, or 2:30. Spring: lec, M 1:25; drills, T-F 9:05, 10:10, or 12:20. Evening prelims: fall, 7:30 p.m., Oct. 6, Nov. 10; spring, 7:30 p.m., March 2, April 13. Staff.

An all-skills course designed to prepare students for study at the 200 level.

203 Intermediate Composition and Conversation

Fall or spring. 3 credits. Prerequisite: qualification in Spanish.

Fall: M W F 8, 9:05, 10:10, 11:15, 12:20, 1:25, or 2:30. Spring: M W F 8, 9:05, 10:10, 12:20, 1:25, or 2:30. Evening prelims: fall, 7:30 p.m. Oct. 8; spring, 7:30 p.m., March 2. Staff.

Conversational grammar review with special attention to the development of accurate and idiomatic oral expression. Includes readings in contemporary Spanish prose and practice in writing.

204 Intermediate Composition and Conversation

Fall or spring. 3 credits. Prerequisite: Spanish 203 or 212, or permission of instructor.

Fall: M W F 12:20 or 1:25. Spring: M W F 9:05, 10:10, 11:15, 12:20, or 1:25. Evening prelims: fall, 7:30 p.m. Oct. 27; spring, 7:30 p.m., March 16. Staff.

Practice in conversation with emphasis on improving oral and written command of Spanish. Includes treatment of specific problems in grammar, expository writing, and readings in contemporary prose.

303 Advanced Composition and Conversation

Fall. 4 credits. Prerequisite: Spanish 204 or equivalent.

M W F 10:10, 11:15. M. Suñer and staff. Advanced course in grammar, composition, and conversation. Special attention to the fundamental aspects of language styles through the analysis of contemporary spoken and written Spanish.

310 Advanced Conversation and Pronunciation

Spring. 2 credits. Prerequisite: Spanish 204 or equivalent.

M W F 9:05. Staff.

312 Advanced Composition

Spring. 4 credits. Prerequisite: Spanish 201 or 204 or 212 or equivalent. Required of Spanish majors.

M W F 11:15. Staff.

This course aims at developing the student's analytical writing skills, vocabulary, and reading ability through the detailed analysis of selected contemporary texts, weekly translations, and essays in Spanish. Special consideration will be given to the problems of stylistics.

401-402 History of the Spanish Language

401, fall; 402, spring. 4 credits each term. Prerequisites: Linguistics 101 and qualification in Spanish, or permission of the instructor.

T R 10:10-11:25. Staff.

A historical analysis of the phonology, morphology, syntax, and lexicon of the Spanish language up to the seventeenth century. Selected medieval documents are read and discussed.

407 Applied Linguistics: Spanish

Fall. 4 credits. Prerequisites: qualification in Spanish and Linguistics 101, or permission of instructor.

M W F 9:05. M. Suñer.

Designed to equip the teacher of Spanish with the ability to apply current linguistic theory to second-language learning.

408 The Grammatical Structure of Spanish

Spring. 4 credits. Prerequisites: qualification in Spanish and Linguistics 101 or permission of instructor. Not offered 1981-82.

M W F 11:15. M. Suñer.

Survey of the salient morphological and syntactic characteristics of contemporary Spanish.]

601 Hispanic Dialectology

Fall. 4 credits.

According to demand.

Hours to be arranged. M. Suñer.

Survey of dialects to Latin America and the Caribbean.

602 Linguistic Structure of Ibero-Romance

Fall or spring according to demand. 4 credits.

M 2:30-4:30. C. Piera.

Phonological, morphological, and syntactic characteristics of the Romance languages (Catalan, Galician, Portuguese, Dzhudezmo) and main dialects of the Iberian Peninsula, studies in relation to each other and to Castilian Spanish.

603 Contemporary Theories of Spanish

Phonology Fall or spring according to demand. 4 credits.

Hours to be arranged. M. Suñer.

The sounds of Spanish analyzed according to Prague, structuralist, generative, and natural generative theory.

604 Contemporary Theories of Spanish

Grammar Fall or spring according to demand. 4 credits.

Hours to be arranged. M. Suñer.

Selected readings of contemporary Spanish linguists who exemplify different theoretical points of view.

700 Seminar in Spanish Linguistics

Fall or spring according to demand. Variable credit.

Hours to be arranged. Staff.

Topics in synchronic and diachronic Spanish linguistics.

Literature

108 Freshman Seminar: The Reader in Fiction

Spring. 3 credits.

M W F 11:15. K. Vernon.

Devoted to an examination of the image of the reader and the act of reading and their implications for our own reading experience in classic and contemporary texts. Works in translation by Cervantes, Fielding, Nabokov, Cortázar, and others.

201 Introduction to Hispanic Literature

Fall or spring. 3 credits. Prerequisite: qualification in Spanish or permission of instructor. Conducted mainly in Spanish. (The literature course that normally follows 201 is 315, 316, or 317.)

Fall: M W F 9:05, 10:10, 12:20 or T R 10:10-11:25;

J. Tittler and staff. Spring: M W F 9:05, 10:10, or 12:20-1:35; staff.

An intermediate reading course in which texts from Spain and Spanish America are read and analyzed. The course is designed to increase reading and speaking facility in Spanish and to develop critical and analytical skills in the appreciation of literary texts.

[313 Spanish Civilization Not offered 1981-82; next offered fall 1982.]

Note: Spanish 315, 316 and 317 can be taken in any order.

315 Readings in Sixteenth- and

Seventeenth-Century Hispanic Literature Fall. 4 credits. Prerequisite: Spanish 201 or four years of high school Spanish or permission of instructor. This course is not a prerequisite for Spanish 316 or 317.

M W F 9:05. M. Randel.

Readings and discussion of representative texts of the period from both Spain and her colonies in the New World: Garcilaso de la Vega, *Lazarillo de Tormes*, San Juan de la Cruz, Cervantes, Lope de Vega, Calderón, and others.

316 Readings in Modern Spanish Literature

Fall. 4 credits. Prerequisite: Spanish 201 or four years of high school Spanish or permission of instructor.

M W F 10:10; K. Vernon. T R 12:20; J. Kronik.

Readings and discussion of representative texts from Spain from the Romantic period to the present: Zorrilla, Galdos, Unamuno, Garcia Lorca, and others.

317 Readings in Spanish-American Literature

Spring. 4 credits.

M W F 10:10; J. Tittler. T R 10:10; Staff.

Reading and discussion of representative texts of the nineteenth and twentieth centuries from Spanish America: Dario, Neruda, Borges, Paz, Garcia Márquez, Cortázar, and others.

323 Readings in Latin American Civilization

Fall. 4 credits.

M W F 12:20; E. Santí. Readings and discussion in Spanish.

A study of the major periods of Latin American political, intellectual, and art history.

Note: The prerequisite for the following courses, unless otherwise indicated, is Spanish 315 or 316 or 317 or permission of instructor.

331 The Modern Drama in Spanish America

Fall. 4 credits.

T R 2:30-3:45. J. Kronik.

A study of significant plays from several Spanish American countries, with emphasis on the contemporary scene. Consideration will be given to the tensions between the expression of a Spanish American social identity and the influence of vanguard currents such as the absurd, the epic theater and the theater of cruelty.

[332 Modern Drama in Spanish America Not offered 1981-82.]

[333 The Spanish-American Short Story Not offered 1981-82; next offered 1982-83.]

335 The New Latin-American Narrative in Translation (also Comparative Literature 335 and General Education 335)

Fall. 4 credits.

T R 12:20-1:35. J. Tittler.

Reading and discussion of texts—in Spanish or English translation—recognized to belong to the vanguard of modern fiction. Authors studied will include Borges, Cabrera Infante, Cortázar, Donoso, Fuentes, Garcia Márquez, Puig, Vargas Llosa.

[336 Popular Culture in Contemporary Spanish-American Prose Fiction] Not offered 1981–82; next offered 1982–83.]

[351 Spanish Drama of the Golden Age] Not offered 1981–82.]

[355 The Picaresque Novel in a European Perspective (also Comparative Literature 355)] Not offered 1981–82.]

[356 Spanish Lyric Poetry of the Golden Age] Not offered 1981–82.]

[368 The Birth of the Novel in Spain: Toward Don Quixote] Not offered 1981–82.]

[386 The Nineteenth-Century Spanish Novel] Not offered 1981–82.]

[389 Form and Formlessness in the Novel of the Generation of 1898] Not offered 1981–82.]

[390 Sociology and Literature in Twentieth-Century Spain] Not offered 1981–82; next offered spring 1983.]

[391 The Post-Civil War Drama in Spain] Not offered 1981–82.]

394 Art and Politics in Latin America Spring. 4 credits. Readings in Spanish or English.
M W F 1:25. K. Vernon.
This interdisciplinary course will consider various forms of politically charged art: works by writers such as Neruda and Cortázar; paintings by artists of the Mexican muralist movement; and documentary and pseudo documentary film. We shall attempt to characterize such art in an age whose aesthetic holds that art, at least good art, should be "pure." We shall examine the artistic techniques, the rhetoric of these works in contrast with those of "nonpolitical" works with an eye to exploring the boundaries between legitimate persuasion and propaganda. Thirdly, we shall contrast contemporary, "self-conscious" political art with an earlier tradition of regionalism and social realism.

[395 The Contemporary Novel in Spain] Spring. 4 credits. Not offered 1981–82.]

396 Modern Latin American Poetry in Translation (also Comparative Literature 396) Fall. 4 credits.
M W 2:30–3:45. E. Santil.
A general introduction to this century's leading Latin American poets—Borges, Vallejo, Neruda, Paz, and Cardenal. The course does not require background in Spanish or any particular sophistication in poetry. Readings will be done in bilingual editions. Discussion will be in English, but an extra session for majors and graduate students will be arranged.

[398 Modern Hispanic Poetry] Not offered 1981–82.]

400 The Contemporary Spanish-American Novel Spring. 4 credits.
W 2:30–4:30. J. Tittler.

An investigation into the fiction of two leading Spanish-American novelists of our day—Guillermo Cabrera Infante and Manuel Puig—and critical responses to their works. Readings will be coordinated with residencies by the authors during the 1981–82 festival of Ibero-American culture at Cornell.

419–420 Special Topics in Hispanic Literature 419, fall; 420, spring. 2–4 credits each term.
Prerequisite: permission of instructor.
Staff.
Guided independent study of specific topics. For undergraduates interested in special problems not covered in courses.

429–430 Honors Work in Hispanic Literature 429, fall; 430, spring. 4 credits each term. Limited to seniors. Prerequisite: permission of instructor.
Staff.

[439 Medieval Literature] Not offered 1981–82.]

[441 Medieval Literature 1300–1508] Not offered 1981–82; next offered 1983–84.]

[446 The Early Spanish Love Lyric: Origins to 1700] Not offered 1981–82.]

457 Readings from Don Quixote's Library (also Comparative Literature 358) Fall. 4 credits.
M W F 11:15. M. Randel.
A "new scrutiny" of major works from the late Middle Ages and the sixteenth century, including both those judged at the famous bookburning and those regularly quoted in the novel by the Knight. Texts studied will include *Amadís de Gaula*, *La Celestina*, *Orlando furioso* (in translation), romances, epic and pastoral literature. The course will seek to throw light on Cervantes' theory of the novel and on his concrete practice of parody. Prior knowledge of the *Quijote* useful but not required.

[459 Being, God, Mind: Humanistic Revolutions from Plato and Vico (also Romance Studies 459 and Comparative Literature 359)] Not offered 1981–82; next offered fall 1982.]

[461 The Rhetoric of Honor] Not offered 1981–82.]

466 Cervantes: Don Quixote Spring. 4 credits.
T R 10:10–11:25. C. Arroyo.
A reading of this novel with two questions in mind: what does make it worthy of reading as a work of art, and as an experiment in human communication.

[479 Colonial Spanish-American Literature] Not offered 1981–82; next offered 1982–83.]

[481 Eighteenth- and Nineteenth-Century Spanish Drama] Not offered 1981–82; next offered 1982–83.]

[489 Hispanic Romanticism] Not offered 1981–82; next offered 1982–83.]

639–640 Special Topics in Hispanic Literature 639, fall; 640, spring. 4 credits each term. To be taken by all new graduate students.
Staff.

[689 Carlos Fuentes] Not offered 1981–82; next offered fall 1982.]

[699 Ortega y Gasset's *The Dehumanization of Art and Ideas of the Novel* (1925) (also Comparative Literature 690)] Not offered 1981–82.]

Related Courses in Other Departments

The Novella in World Literature (Comparative Literature 414)

Swahili

See Africana Studies and Research Center.

Tagalog

101–102 Elementary Course 101, fall; 102, spring. 6 credits each term. Offered according to demand. Prerequisite: permission of instructor. Prerequisite for Tagalog 102: 101.
Hours to be arranged. J. U. Wolff.

201–202 Tagalog Reading 201, fall; 202, spring. 3 credits each term. Prerequisite for Tagalog 201: 102 or equivalent. Prerequisite for Tagalog 202: 201 or equivalent.
Hours to be arranged. J. U. Wolff.

300 Linguistic Structure of Tagalog Fall or spring. 4 credits. Prerequisite: Linguistics 101.
Hours to be arranged. J. U. Wolff.

Tamil

101–102 Elementary Course 101, fall; 102, spring. 6 credits each term. Offered according to demand. Prerequisite for Tamil 102: 101 or equivalent.
Hours to be arranged. J. W. Gair.

Telugu

101–102 Elementary Course 101, fall; 102, spring. 6 credits each term. Prerequisite for Telugu 102: 101 or equivalent.
Hours to be arranged. G. Kelley.

[201–202 Telugu Reading] 201, fall; 202, spring. 3 credits each term. Prerequisite for Telugu 201: qualification in Telugu. Prerequisite for Telugu 202: 201 or equivalent. G. Kelley. Not offered 1981–82.]
See also Linguistics 341, 440, 646.

Thai

101–102 Elementary Course 101, fall; 102, spring. 6 credits each term. Prerequisite for Thai 102: 101 or equivalent. Intended for beginners or students placed by examination.
Lecs, T R 11:15; drills, M–F 10:10. R. B. Jones.
A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.

201–202 Thai Reading 201, fall; 202, spring. 3 credits each term. Prerequisite for Thai 201: qualification in Thai. Prerequisite for Thai 202: 201 or equivalent.
M W F 2:30. R. B. Jones, Jr.

203–204 Composition and Conversation 203, fall; 204, spring. 3 credits each term. Prerequisite for Thai 203: qualification in Thai. Prerequisite for Thai 204: 203.

301–302 Advanced Thai 301, fall; 302, spring. 4 credits each term. Prerequisite: Thai 201–202, or equivalent.
M W F 1:25. R. B. Jones, Jr.
Selected readings in Thai writings in various fields.

303–304 Thai Literature 303, fall; 304, spring. 4 credits each term. Prerequisite: Thai 301–302 or the equivalent.
Hours to be arranged. R. B. Jones, Jr.
Reading of significant novels, short stories, and poetry written since 1850.

401–402 Directed Individual Study 401, fall; 402, spring. 4 credits each term. For advanced students. Prerequisite: permission of instructor.
Hours to be arranged. R. B. Jones.

Ukrainian

131–132 Elementary Course 131, fall; 132, spring. 3 credits each term. Prerequisite for Ukrainian 132: 131 or equivalent.
Hours to be arranged. E. W. Browne.

Vietnamese

101–102 Elementary Course 101, fall; 102, spring. 6 credits each term. Prerequisite for Vietnamese 102: 101 or equivalent. Intended for beginners or students placed by examination.
Hours to be arranged. F. E. Huffman.
A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.

201-202 Vietnamese Reading 201, fall; 202, spring. 3 credits each term. Prerequisite for Vietnamese 201: qualification in Vietnamese. Prerequisite for Vietnamese 202: 201. Hours to be arranged. F. E. Huffman.

203-204 Composition and Conversation 203, fall; 204, spring. 3 credits each term. Prerequisite for Vietnamese 203: qualification in Vietnamese. Prerequisite for Vietnamese 204: 203. Hours to be arranged. F. E. Huffman.

301-302 Advanced Vietnamese 301, fall; 302, spring. 4 credits each term. Prerequisite: Vietnamese 201-202 or equivalent. Hours to be arranged. F. E. Huffman.

303-304 Vietnamese Literature 303, fall; 304, spring. 4 credits each term. Prerequisite: Vietnamese 301-302 or equivalent. Hours to be arranged. F. E. Huffman. Reading of selections from contemporary literature.

401-402 Directed Individual Study 401, fall; 402, spring. 4 credits each term. Prerequisite: permission of instructor. Intended for advanced students. Hours to be arranged. F. E. Huffman.

Music

J. Webster, chairman; S. Monosoff, director of undergraduate studies, 224 Lincoln Hall, 256-5206. W. W. Austin, C. A. Barbera, M. Bilson, C. Greenspan, M. Hatch, J. Hsu, K. Husa, M. Keller, E. Murray, D. R. M. Paterson, D. M. Randel, T. A. Sokol, M. W. Stith, S. Stucky, B. Troxell, N. Zaslav

Musical Performance and Concerts

Musical performance is an integral part of Cornell's cultural life, and an essential part of its undergraduate academic programs in music. The department encourages music making through its offerings in individual instruction and through musical organizations and ensembles, which are directed and trained by members of the faculty. Students from all colleges and departments of the University join with music majors in all of these ensembles:

Cornell Symphony Orchestra
Cornell Chamber Orchestra
Cornell Symphonic Band
Cornell Wind Ensemble
Small wind and brass ensembles
Collegium Musicum
Cornell Eighteenth-Century Orchestra
Cornell Gamelan Ensemble
Chamber music ensembles
Cornell Chorus
Cornell Glee Club
Chamber Singers
Sage Chapel Choir

Information about requirements, rehearsal hours, and conditions for academic credit can be found in the following listings for the Department of Music. Announcements of auditions are posted during registration each fall term and, where appropriate, each spring term as well. The department office (125 Lincoln Hall, 256-4097) can always supply up-to-date information.

The Department of Music and the Faculty Committee on Music sponsor nearly 100 formal and informal concerts each year by Cornell's ensembles, faculty, and students, and by distinguished visiting artists. A special feature is the annual Cornell Festival of Contemporary Music. The great majority of these concerts are free and open to the public. These concerts are listed in special monthly posters and the usual campus media; further information is available from the department office.

Nonmajors

In addition to its performing, instructional, and concert activities, the department offers numerous courses for nonmajors, many of which carry no prerequisite and presuppose no previous formal training in music. Consult the following course listings, and for further information apply to the department office, 125 Lincoln Hall (256-4097), or to the director of undergraduate studies, Professor Sonya Monosoff, 224 Lincoln Hall (256-5206).

The Major

Two options are available to the student planning to major in music. Each carries the study of music to an advanced level through the integration of performance, music theory, and music history. Option I is a general course, not necessarily oriented toward eventual graduate or professional work in music, which permits relatively extensive election of courses in other fields. Option II is a more specialized and concentrated program suitable for students who wish to prepare for eventual graduate or professional work in music.

All students contemplating a major in music under either option should arrange for placement examinations and advising in the department *during the orientation period of the freshman year, or earlier if at all possible*. Information is available from the department office, 125 Lincoln Hall (256-4097); from the director of undergraduate studies, Professor Sonya Monosoff, 224 Lincoln Hall (256-5206); or from the chairman, Professor James Webster, 124 Lincoln Hall (256-3671). All students are expected to have chosen an adviser from among the department faculty at the time of application for major status.

Option I presupposes some musical background before entering Cornell. Prerequisites for admission to the major are the satisfactory completion of Music 152, at latest by the end of the sophomore year (the freshman year is preferable), with a final grade of C or better, including an average grade of C or better in all the musicianship components of Music 152, and failure in none of them; and the passing of a simple piano examination (details are available from the department office). Students must apply to the department for formal acceptance as a music major.

The requirements for the Bachelor of Arts degree with a major in music under Option I comprise the following:

- 1) Music theory:
 - (a) Music 251-252 and 351-352;
 - (b) passing of a simple literacy test in music, normally by the end of the junior year (details are available in the department office);
- 2) Music history: sixteen credits in courses numbered at the 300 level or above listed under music history. At least two of these courses must be drawn from the three-course sequence Music 381-383;
- 3) Performance: four semesters of participation in a musical organization or ensemble.

Option II presupposes considerable musical study before entering Cornell. Prerequisites for admission into the Option II program are previous acceptance as an Option I major; and satisfactory completion of Music 252, normally by the end of the sophomore year. Students must apply to the department for formal acceptance as an Option II major. An Option II major concentrates in one of the three areas listed below. For Option II in performance, exceptional promise must be demonstrated, in part by a successful solo recital before the end of the sophomore year.

The requirements for the Bachelor of Arts degree with a major in music under Option II are:

- 1) Completion of all the requirements for Option I, except as noted below; and

2) In addition:

- (a) in performance:
 - (i) the requirement for four semesters of participation in a musical organization or ensemble is waived (but such majors are expected to participate actively in chamber and other ensembles sponsored by the department);
 - (ii) sixteen credits in individual instruction in the student's major instrument, or voice, earned by taking Music 391-392 throughout the junior and senior years.
- (b) in theory and composition:
 - (i) for two of the four semesters of participation in a musical organization or ensemble, Music 462 or 463 may be substituted;
 - (ii) twelve additional credits in this area at the 300 level or above, of which either four may be earned in Music 301 or 302 when taken once for four credits, or eight may be earned in Music 401-402.
- (c) in music history:
 - (i) for two of the four semesters of participation in a musical organization or ensemble, Music 462 or 463 may be substituted;
 - (ii) twelve additional credits in this area at the 300 level or above, of which either four may be earned in Music 301 or 302 when taken once for four credits, or eight may be earned in Music 401-402.

Honors. The honors program in music is intended to provide special distinction for the department's ablest undergraduate majors. To become a candidate for honors in music a student must be invited by the faculty at the beginning of the second semester of the junior year. As soon as possible thereafter, the student will form a committee of three faculty members to guide and evaluate the honors work. In the senior year the candidate will enroll in Music 401-402 with the chairperson of the honors committee as instructor. Candidates will be encouraged to formulate programs that will allow them to demonstrate their total musical ability. The level of honors conferred will be based on the whole range of the independent work in this program, of which a major part will culminate in an honors thesis, composition, or recital to be presented not later than April 1 of the senior year, and a comprehensive examination to be held not later than May 1.

Distribution Requirement

The distribution requirement in the expressive arts may be satisfied with 6 credits in music, except Music 122. A maximum of 4 credits in Music 321-322 and a maximum of 3 credits in Music 331 through 338 and 441 through 450 may be used to satisfy this requirement.

Facilities

Music library. The Music Library, in Lincoln Hall, has an excellent collection of the standard research tools. Its holdings consist of approximately ninety thousand books and scores and fifteen thousand records. Particularly noteworthy are the collections of opera scores, librettos, and recordings from all periods; twentieth-century scores and recordings; and the large microfilm collection of Renaissance sources, both theoretical and musical. In addition the Department of Rare Books in Olin Library houses a collection of early printed books on music and musical manuscripts.

Musical instruments. The Verne S. Swan collection of about thirty musical instruments is especially rich in old stringed instruments. A small Challis harpsichord and clavichord are available for practice; a Dowd harpsichord, a Hubbard harpsichord, and replicas of a Stein fortepiano and a Graf fortepiano are reserved for advanced students and concerts. Among the

recital pianos available for use are Steinway and Mason & Hamlin concert grands, and a Bösendorfer Imperial. There is an Aeolian-Skinner organ in Sage Chapel, a Schicker organ at Barnes Hall, and a Helmuth Wolff organ in Anabel Taylor Chapel. A studio for electronic music is housed in Lincoln Hall.

Freshman Seminars

111 Sound, Sense, and Ideas Fall or spring. 3 credits. Each section limited to 20 students. No prerequisites; students do not need to have studied music.

Fall: sec 1: M W F 9:05, C. Greenspan; sec 2: M W F 10:10, P. Horsley; sec 3: M W F 11:15, C. Eisen.

Spring: sec 1: M W F 10:10, P. Horsley; sec 2: M W F 11:15, C. Eisen.

Ways of listening, thinking, talking, and writing about music. Non-Western and popular music are considered, as well as Western "classical" music. Student performances in class are welcome.

114 Contemporary Music Spring. 3 credits. Limited to 20 students. No prerequisites; students do not need to have studied music.

M W F 2:30. W. W. Austin.

Listening, discussing, and writing about music which has been newly created in several different traditions, including rock, avant-garde "classical" music, and country and western. Readings in music criticism, and a good deal of writing of it. Students will also investigate one style of their own choosing in considerable detail. When possible, we will listen to performances of new music in the Ithaca area.

Introductory Courses

101 (formerly 213) The Art of Music Fall. 3 credits.

T R 11:15; 1-hour disc to be arranged. W. W. Austin. Explorations, chiefly through study of phonograph records, designed to speed up the continuing development of various independent tastes. Each student chooses individually what to study from among diverse styles of music; instructors help refine these choices through the term; everyone studies a few assigned works, especially by J. S. Bach, Ludwig van Beethoven, and Béla Bartók, to provide a common focus for tracing and discussing historical continuities and changes. Diversity is represented in the lectures by live performances as well as recordings. The lectures are organized to survey melody, rhythms, chords, and musical forms, suggesting ways to study any music—beyond the course as well as within it.

103 (formerly 101) Introduction to the Musics of the World Spring. 3 credits.

T R 10:10; disc to be arranged. M. Hatch. The elements of music as they present themselves in folk, popular, and art musics, both in the West and in other cultural areas, especially Africa and Southeast Asia. Topics include pitch, scale, rhythm, meter, timbre, and forms of instrumental and vocal play with sound. Listening to and analyzing live and recorded musics.

105–106 (formerly 141–142) Introduction to Music Theory 105, fall; 106, spring. 3 credits each term. Some familiarity with music is desirable.

Prerequisite for Music 106: 105 with grade of B– or better. Music 106 is limited to 50 students.

M W 9:05; disc to be arranged. M. Hatch. An elementary, self-contained introduction to music theory, emphasizing fundamental musical techniques, theoretical concepts, and their application. Music 105: ear training; notation, pitch, meter; intervals, scales, triads; basic concepts of tonality; extensive listening to music in various styles; analysis of representative works of Bach, Mozart, Beethoven, and Debussy. 106: systematic introduction to counterpoint; original composition of four-part chorales or short keyboard pieces.

122 Elementary Musicianship Spring. 2 credits. Prerequisite: permission of instructor. A final grade of B– in Music 122, with failure in no individual component satisfies the prerequisite for Music 151.

Hours to be arranged. Staff. Designed primarily to prepare freshmen and others who wish to enroll in Music 151 to meet its prerequisite in practical musicianship. May not be counted for distribution in the expressive arts. Intensive drill in matching pitches, singing melodies at sight, melodic dictation, harmonic progressions at the keyboard, and reading treble and bass clefs together.

Music Theory

151–152 Elementary Tonal Theory 151, fall; 152, spring. 5 credits each term. Prerequisites for Music 151: a knowledge of the rudiments of music and some ability to perform; demonstration of adequate background and ability through proficiency tests given on the first two days of the term (registration is provisional contingent on passing this test); or Music 122 with a grade of B– or better and failure in no individual component. Prerequisite for Music 152: 151 or equivalent. Intended for students expecting to major in music and other qualified students. Required for admission to the music major. All students intending to major in music, especially those intending to elect Option II, should if possible enroll in Music 151–152 during the freshman year.

M W F 9:05; 2 disc hours to be arranged. S. Stucky and staff.

Detailed study of the fundamental elements of tonal music; rhythm, scales, intervals, triads; melodic movement, two-part counterpoint, harmonic progression in the chorale style of J. S. Bach; and introduction to analysis of small forms. Drill in aural discrimination, sight singing, keyboard harmony, and elementary figured bass; rhythmic, melodic, and harmonic dictation; and score reading.

245–246 Theory and Practice of Gamelan 245, fall; 246, spring. 2 credits each term. Prerequisite: concurrent enrollment in Music 445 or 446, and permission of instructor. Music 245 is not a prerequisite to 246.

2 disc hours to be arranged. M. Hatch. Readings, listening, and concentrated instruction in the literature, recordings, repertoires, and practices of Indonesian gamelan traditions. Related aspects of culture—drama, dance, literature, and oral poetry—will be studied in their influence on musical practice. Research into performance styles and the history of instruments. Fall 1981: West Javanese (Sundanese) gamelan for masked dance (*topeng*).

251–252 Intermediate Tonal Theory 251, fall; 252, spring. 5 credits each term. Prerequisite for Music 251: 152 or the equivalent, or a suitable level of performance on a proficiency test given by the department during orientation each fall term.

Prerequisite for Music 252: 251.

M W F 10:10; 2 disc hours to be arranged. 251: D. R. M. Patterson; 252: S. Neff. Introduction to writing two- and three-part counterpoint in the style of J. S. Bach. Continuation of the study of harmony by composition and analysis, including seventh chords, secondary dominants, and chromatic harmony. Students are expected to write short pieces in eighteenth- and nineteenth-century styles and forms, such as two-part inventions and minuets scored for string quartet. Continuation of analysis of forms, with emphasis on large forms, e.g., sonata form. Ear training, keyboard harmony, figured bass, sight singing, dictation, and score reading.

351 Advanced Tonal Theory Fall. 4 credits. Prerequisite: Music 252 or the equivalent.

M W F 9:05. E. Murray. Inventions, chromatic harmony, analysis of larger forms and nineteenth-century music, ear training, score reading, and advanced keyboard studies including figured bass.

352 Materials of Twentieth-Century Music

Spring. 4 credits. Prerequisite: Music 351.

M W F 9:05. E. Murray. Introduction to some techniques of composers from 1900 to 1950, including expanded tonal resources, atonality, and new approaches to form and rhythm. Analysis of representative smaller works by Bartók, Hindemith, Schoenberg, Stravinsky, Webern, and some American composers. Writing assignments in various styles.

[451 Counterpoint Spring. 4 credits. Prerequisite: Music 351 or equivalent. Not offered 1981–82.]

452 Form and Analysis Spring. 4 credits.

Prerequisite: Music 351 or equivalent.

M W F 10:10. D. R. M. Paterson. Systematic study of the principles of form in tonal music, and of some of the major formal types: binary, ternary, variations, ritornello-based forms, rondo, and sonata form and its allies.

456 Orchestration Spring. 4 credits. Prerequisite: Music 351 or equivalent.

T 10:10–12:05. K. Husa.

A study of the instruments of the orchestra and their use in representative works from 1700 to the present. Scoring for various instrumental groups including large orchestra. Students will occasionally attend rehearsals of Cornell musical organizations and ensembles.

460 Electronic Music Composition Spring. 3 credits. Limited to 10 students. Prerequisites: Music 252 and permission of instructor.

M 1:25–4:25. M. W. Stith and staff.

The basic techniques of composing music by electronic means, including *musique concrète*, tape recorder techniques such as rerecording and splicing, and the use of synthesizers. Works by electronic music composers and readings from current literature are studied. Students are allotted studio time to carry out class projects and assignments.

462 Orchestral Conducting Fall. 2 credits.

Prerequisite: Music 352.

T 10:10–12:05. K. Husa.

The fundamentals of score reading and conducting technique; study of orchestral scores from Baroque, classical, romantic, and contemporary periods. Occasionally the class will visit the Cornell orchestra, wind ensemble, and choruses.

[463 Choral Conducting Spring. 2 credits.

Prerequisite: Music 252 or permission of instructor. F 2:30–4:10. T. A. Sokol. Not offered 1981–82.]

[464 Choral Style Spring. 2 credits. Prerequisite: Music 352 or permission of instructor. F 2:30–4:10. T. A. Sokol. Not offered 1981–82.]

Music History

218 Chopin, Chalkovski, Musorgskii Spring. 3 credits. Students may wish to register concurrently in Music 219.

T R 11:15; disc to be arranged. W. W. Austin, G. Gibian, and staff.

Chief works of the three composers, including symphonies, concertos, and operas, are studied through phonograph records. Piano music and chamber music are presented in live performance. The biographical, social, and intellectual contexts of the music are considered in relation to concerns of the present. Students' essays may deal with such concerns more than any technical aspect of the music, though techniques are not neglected.

219 Chopin, Chalkovski, Musorgskii Spring. 1 credit. Prerequisite: reading knowledge of Russian. Limited to students concurrently enrolled in Music 218.

Seminar to be arranged. See course description for Music 218.

[220 History of Jazz] Spring. 3 credits. M W F 11:15. C. A. Barbera. Not offered 1981–82.]

221 Popular Music Fall. 3 credits. Prerequisite: any course in music or permission of the instructor. M W F 12:20. C. A. Barbera.
Topics vary from year to year, and may include: popular song in the United States in the nineteenth century; blues; the relations between blues and jazz, and popular music; "urban music" around the world; popular musics in their social contexts. Fall 1981: Mutual influences between pop and jazz in the 1940s and 1950s.

[274 (formerly 214) Opera] Spring. 3 credits. T R 11:15. C. Greenspan. Not offered 1981–82.]

[277 (formerly 318) Baroque Instrumental Music] Fall. 3 credits. Prerequisite: a course in music history or music theory, or permission of instructor. Not offered 1981–82.]

281 Music of the Baroque Period Fall or spring, every third semester. 3 credits. Prerequisite: any course in music, or consent of the instructor.
Fall 1981: M W 2:30. C. A. Barbera.
The history of music from the appearance of monody, opera, and the continuo around 1600 to the culmination of Baroque style in the music of Bach, Handel, and their contemporaries. Emphasis on the music of Monteverdi, Schütz, Purcell, Bach, and Handel.

282 Music of the Classical Period Fall or spring, every third semester. 3 credits. Prerequisite: any course in music, or consent of the instructor.
Spring 1982: M W 2:30. C. Greenspan.
The history of music from the emergence of Classical style in the mid-eighteenth century through its dissolution after 1815; its relations to new genres like symphony, string quartet, and piano sonata and its effects on old genres such as opera, sacred music, and concerto. Emphasis on music of Haydn, Mozart, and Beethoven.

[283 Music of the Romantic Era] Fall or spring, every third semester. 3 credits. Prerequisite: any course in music, or consent of the instructor. M W F 11:15. J. Webster. Not offered 1981–82.]

369 Debussy to the Present Fall. 4 credits. Prerequisite: Music 152, or consent of the instructors. M W F 11:15. W. W. Austin and S. Stucky.
Study of selected pieces illustrating the diversity of twentieth-century musical techniques and purposes, the connections among composers through several generations, the unpredictability of their stylistic developments, and the freedom of students to develop their own connected interpretations of history. Techniques of composition and analysis (see Music 352, 669, 670) are subordinated in this course to critical biography in social perspectives. Composers considered will include Copland, Cage, Crumb, Reich, and Dylan, as well as many Europeans.

[373 (formerly 317) Music and Poetry in France: Late Middle Ages and Renaissance (also French 617)] Fall. 4 credits. D. M. Randel and E. P. Morris. Not offered 1981–82.]

[377 (formerly 387) Mozart: His Life, Works, and Times (also German 387)] Fall. 4 credits. N. Zaslav, S. L. Gilman. Not offered 1981–82.]

381 Music of the Baroque Period Fall or spring, every third semester. 4 credits. Prerequisite: Music 152 or equivalent.
Fall 1981: M W F 11:15. C. A. Barbera.
The same as Music 281, but with one additional meeting a week devoted to technical discussion of individual works.

382 Music of the Classical Period Fall or spring, every third semester. 4 credits. Prerequisite: Music 152 or equivalent.

Spring 1982: M W F 11:15. C. Greenspan.
The same as Music 282, but with one additional meeting a week devoted to technical discussion of individual works.

[383 Music of the Romantic Era] Fall or spring, every third semester. 4 credits. Prerequisite: Music 152 or equivalent. M W F 11:15. J. Webster. Not offered 1981–82.]

[389 The Study of Non-Western Musics] Fall. 4 credits. Prerequisite: Music 152 or permission of the instructor. T R 2:30; 1 disc hour to be arranged. M. Hatch. Not offered 1981–82.]

[474 (formerly 426) Poetry and Music in the English Renaissance (also English 426)] Spring. 4 credits. M W F 12:20. E. Murray and B. Rosecrance. Not offered 1981–82.]

[481 Music in Western Europe to Josquin Des Pres] Fall. 4 credits. Prerequisite: Music 381, 382, or 383, or permission of instructor. T R 10:10–11:25. D. M. Randel. Not offered 1981–82.]

[482 Josquin Des Pres to Monteverdi] Spring. 4 credits. Prerequisite: Music 381, 382, or 383, or permission of instructor. M W F 11:15. D. M. Randel. Not offered 1981–82.]

Independent Study

301–302 Independent Study in Music 301, fall; 302, spring. Prerequisite: departmental approval. Hours and credits to be arranged. Staff.

The Honors Program

401–402 Honors in Music 401, fall; 402, spring. 4 credits each term. Limited to honors candidates in their senior year. Staff.

Musical Performance

321–322 Individual Instruction in Voice, Organ, Harpsichord, Piano; String, Woodwind, and Brass Instruments; and Guitar Prerequisite: successful audition with the instructor. The number of places is strictly limited. Students may register only with the prior permission of the instructor. For more information, consult the department office, 125 Lincoln Hall, 256–4097.

Without credit: basic fee for one half-hour lesson weekly during one term, \$90; fees for a practice schedule of six hours weekly during one term: \$45 for the use of a pipe organ, \$22 for a practice room with piano, \$7 for a practice room without piano.

For credit: Music 321–322 may be taken for credit only by advanced students, at the sole discretion of the instructor. One one-hour lesson weekly (or two half-hour lessons) and a double practice schedule earn 2 credits each term, provided that the student has earned, or is earning, at least 3 credits in introductory courses (except Music 122), music theory, or music history for every 4 credits in Music 321–322 (except that the first 3 academic credits must be earned prior to or simultaneously with the first 2 credits in 321–322). The basic fees are multiplied by one and one-half (lesson fee becomes \$135; practice fees \$67, \$33, or \$10).

All fees are non-refundable once classes begin, even if registration is subsequently cancelled by the student. A student may register for this course in successive years. A member of a Cornell musical organization or ensemble receives a scholarship of one-half the lesson fee, when the lessons are taken in the student's primary performing medium. The

Department of Music offers a limited number of additional partial scholarships for lesson fees for cases of both need and special merit.

Students who wish to study instruments not taught at Cornell, or who because of limitations of space cannot be admitted to Music 321–322, may, under certain conditions, receive credit for performance study outside Cornell by registering for Music 321h–322h.

321a–322a Individual Instruction in Voice 321a, fall; 322a, spring. 2 credits each term. Hours to be arranged. B. Troxell.

321b–322b Individual Instruction in Organ 321b, fall; 322b, spring. 2 credits each term. Hours to be arranged. D. R. M. Paterson.

321c–322c Individual Instruction in Piano 321c, fall; 322c, spring. 2 credits each term. Hours to be arranged. M. Bilson and staff.

321d–322d Individual Instruction in Harpsichord 321d, fall; 322d, spring. 2 credits each term. Hours to be arranged. D. R. M. Paterson.

321e–322e Individual Instruction in Violin or Viola 321e, fall; 322e, spring. 2 credits each term. Hours to be arranged. S. Monosoff.

321f–322f Individual Instruction in Cello or Viola da Gamba 321f, fall; 322f, spring. 2 credits each term. Hours to be arranged. J. Hsu.

321g–322g Individual Instruction in Brass 321g, fall; 322g, spring. 2 credits each term. Hours to be arranged. M. W. Stith.

321h–322h Individual Instruction Outside Cornell 321h, fall; 322h, spring. 2 credits each term. Hours to be arranged. Staff.

All the standard orchestral and band instruments and guitar may, under certain conditions, be studied for credit with outside teachers. This course is available primarily for the study of instruments not taught at Cornell, and for the use of those who for reasons of space cannot be admitted to Music 321a–g or 322a–g. Prior approval by a member of the faculty in the department is required. For information and a list of approved teachers, consult the department office, Lincoln Hall 125, 256–4097.

391–392 Advanced Individual Instruction 391, fall; 392, spring. 4 credits each term. Open only to juniors and seniors who are majoring under Option II with concentration in performance, and to graduate students. Music 391 is not a prerequisite to 392. Hours to be arranged. Staff.

Musical Organizations and Ensembles

Students may participate in musical organizations and ensembles throughout the year. Permission of the instructor is required, and admission is by audition only, except that the Sage Chapel Choir and the Cornell Gamelan Ensemble are open to all students without prior audition. Registration is permitted in two of these courses simultaneously, and students may register in successive years, but no student may earn more than 6 credits in these courses. Membership in these musical organizations and ensembles is also open to qualified students who wish to participate without earning credit.

331–332 Sage Chapel Choir 1 credit. No audition for admission. M 7–8:30 p.m., R 7–8:30 p.m., Sunday 9:30 a.m. D. R. M. Paterson.

333–334 Cornell Chorus or Glee Club 1 credit. Prerequisite: permission of instructor.
Chorus: T 7:15–9:15 p.m., plus 2 hours to be arranged. Glee Club: W 7:15–9:15 p.m., plus 2 hours to be arranged. T. A. Sokol.

335-336 Cornell Orchestra 1 credit. Prerequisite: permission of the instructor. Chamber orchestra limited to more experienced players.

Rehearsals for the Cornell Symphony Orchestra: full orchestra, W 7:30-10 p.m.; sectional rehearsals, alternate T or R 7:30-10 p.m.
Rehearsals for the Cornell Chamber Orchestra, R 7:30-10 p.m. E. Murray.

337-338 University Bands 1 credit. Prerequisite: permission of instructor.

Symphonic band: fall or spring, T W 4:30-5:45 p.m. Wind ensemble: fall, M 7:30-9:30 p.m.; spring, M 7:30-9:30 p.m., R 4:30-5:45 p.m. M. W. Smith.

Students interested in participating in the Big Red Marching Band should inquire at the Department of Athletics, Teagle Hall.

441-442 Chamber Music Ensemble 1 credit. Prerequisite: permission of instructor.

S. Monosoff and staff.

Study and performance of chamber music literature; string and wind groups; piano trios and quartets, trio sonatas, et cetera. Emphasis on musical problems, with some practice in sight reading.

443-444 Chamber Singers 1 credit. Prerequisite: permission of instructor.

F 4:30-6. T. A. Sokol.

Study and performance of selected vocal music for small choir.

445-446 Cornell Gamelan Ensemble 1 credit. No previous knowledge of music notation or experience in music performance necessary.

Full ensemble: R 7:30-10 p.m. Small group lessons: M W F 12:20-1:10. Attendance at all full rehearsals and one small group lesson a week required for credit. M. Hatch.

Basic performance techniques and theories of Javanese gamelan. Tape recordings of gamelan and elementary cypher notation are provided. Extensive instruction by native Indonesian musicians.

447-448 Collegium Musicum 1 credit.

Prerequisite: permission of instructor.

Hours to be arranged. J. Hsu.

Study and performance of medieval, Renaissance, and Baroque vocal and instrumental music, with recorders, crumhorns, sackbuts, viols, shawns, organ, harpsichord, and other early instruments.

449-450 Eighteenth-Century Orchestra 1 credit. Prerequisite: permission of instructor.

T 7:30-10 p.m. S. Monosoff.

Study and rehearsal of eighteenth-century works, using historical instruments and replicas, and of the attendant problems of performance practice. Public performances may be given.

Graduate Courses

Open to qualified undergraduates with permission of the instructor.

501 Introduction to Bibliography and Research

Fall. 4 credits. Prerequisites: reading knowledge of French and German, and familiarity with music theory and general music history.

M 1:30-4:25. M. A. Keller.

553 Topics in Theory and Analysis Fall. 4 credits.

M 1:30-4:25. S. Neff.

Advanced studies in musical analysis and the theory of music.

557-558 Composition 557, fall; 558, spring. 4 credits.

W 2:30-4:25. S. Stucky.

559-560 Composition 559, fall; 560, spring. 4 credits.

T 2:30-4:25. K. Husa.

569-570 Debussy to the Present 569, fall; 570, spring. 4 credits each term.

M W F 11:15; 1 disc hour to be arranged. 569:

W. W. Austin, with S. Stucky; 570: S. Stucky, with W. W. Austin.

569: Lectures and discussion of Music 369, supplemented by analytical and bibliographical studies appropriate for graduate students. 570: A continuation of 569, but with emphasis on analysis of individual works of recent music. No single or systematic analytical method is essayed; rather, each work studied is approached in its own terms, with opportunity to explore a variety of analytical techniques.

[573 Music and Poetry in France: Late Middle Ages and Renaissance (also Music 373 and French 617)] Fall. 4 credits. D. M. Randel and E. P. Morris. Not offered 1981-82.]

[577 Mozart: His Life, Works, and Times (also German 757)] Fall. 4 credits. N. Zaslav and S. L. Gilman. Not offered 1981-82.]

[578 Seminar on Richard Wagner (also German 682)] Spring. 4 credits. J. Webster. Not offered 1981-82.]

[580 Introduction to Ethnomusicology] Fall. 4 credits. M. Hatch. Not offered 1981-82.]

[581-582 Seminar in Medieval Music] 581, fall; 582, spring. 4 credits each term. 582: not offered 1981-82, but see 789 below.

581: R 1:30-4:25. C. A. Barbera.

Notation and style in polyphonic music to the early fifteenth century.

[583-584 Seminar in Renaissance Music] 583, fall; 584, spring. 4 credits each term. D. M. Randel. Not offered 1981-82.]

[585-586 Seminar in Baroque Music] 585, fall; 586, spring. 4 credits each term. N. Zaslav. Not offered 1981-82.]

[587-588 Seminar in Music of the Classical Period] 587, fall; 588, spring. 4 credits each term. Not offered 1981-82; see list of related courses in other departments, below.
587: W 1:25-4:25. J. Webster.]

[589-590 Seminar in Music of the Romantic Era] 589, fall; 590, spring. 4 credits each term. Not offered 1981-82.]

[591-592 Performance Practice] 591, fall; 592, spring. 4 credits each term. Not offered 1981-82; see list of related courses in other departments, below.]

594 Music Criticism Fall. 4 credits.

F 2:00-4:30. C. Greenspan.

The history of music criticism, especially since 1800; criticism as an aspect of the growth of a public of spectators; criticism as historical record; composer-critics (e.g., Berlioz, Schumann); author-critics (e.g., E.T.A. Hoffmann); present-day criticism; daily-journal criticism; "thought-pieces"; performance as criticism; the role of criticism in musicology.

[597-598 Independent Study and Research] Hours and credits to be arranged. Staff.]

785-786 History of Music Theory 785, fall; 786, spring. 4 credits each term.

W 1:30-4:25. J. Webster.

785: The problem of the modality of Renaissance polyphony and the rise of tonality; 786: Topics in music theory from 1600 to the early nineteenth century. Special attention will be devoted to concepts of musical bass and differing methods of projecting basses in musical compositions.

789 Liturgical Chant in the West Spring. 4 credits.

R 1:30-4:25. C. A. Barbera.

The origins and development of Christian monophonic chant.

Related Courses in Other Departments

The Interpretation of J. S. Bach's Keyboard Music (Society for the Humanities 428)

Music in Society in Western Europe in the Second Half of the Eighteenth Century (Society for the Humanities 423)

The Symphonies of Mozart (Society for the Humanities 424)

Near Eastern Studies

A. H. Bernstein, chairman; M. F. Collins, director of undergraduate studies, spring; D. S. Powers, director of undergraduate studies, fall. J. Cohen, R. S. Falkowitz, E. Kadar, C. Kronfeld, P. D. Molan, D. I. Owen, N. Scharf

The Department of Near Eastern Studies offers courses in the archaeology, history, languages and literatures of the Near East. Students are encouraged to take an interdisciplinary approach to the cultures of this region which has had such an important impact on the development of our own civilization and which plays so vital a role in today's world community. The department's course offerings treat the Near East from ancient times to the modern period and emphasize methods of historical and literary analysis. Near Eastern studies also provides the basic courses in the Program of Jewish Studies.

The Major

The student who majors in Near Eastern Studies may concentrate in one of the following four areas:

- I. Near Eastern Languages and Literatures
- II. Ancient Near Eastern Studies
- III. Judaic Studies
- IV. Islamic Studies

The precise sequence and combination of courses chosen to fulfill the major is selected in consultation with the adviser; all majors, however, must satisfy the following requirements (S-U options not allowed):

- a. Qualification in one of the languages offered by the Department.
- b. Eight NES courses (which may include intermediate and advanced language courses).
- c. Four courses in subjects related to the student's concentration, which may, in some cases, be taken outside the department.

Prospective majors should discuss their plans with the director of undergraduate studies before formally enrolling with the department. To qualify as a major, a cumulative grade average of C or better is required.

Study abroad. Near Eastern studies majors may choose to study in the Near East in their junior year. There are various academic programs in Israel and Egypt that are recognized by the Department of Near Eastern Studies and that allow for the transfer of credit. Archaeological field work on Cornell-sponsored projects in the Near East or recognized field schools in Israel may also qualify for course credit.

Honors. Candidates for the degree of Bachelor of Arts with honors in Near Eastern languages and literatures, Ancient Near Eastern studies, Judaic studies, or Islamic studies must fulfill the requirements of the appropriate major study and enroll in the honors course 499 in the first semester of their senior year. For admission to the honors program candidates must have a cumulative average

of B— or better and have demonstrated superior performance in Near Eastern Studies courses. After consulting their major adviser, candidates should submit an outline of their proposed honors work to the department during the second semester of their junior year.

Program of Jewish Studies

The field of Jewish studies encompasses a broad spectrum of disciplines that includes language, literature, philology, and history. The Program of Jewish Studies offers students the opportunity to take a wide variety of courses in Jewish studies whose subjects are not represented in the Department of Near Eastern Studies. Students interested in planning a program in Jewish studies should consult the coordinator, Prof. J. Cohen.

Akkadian

333–334 Elementary Akkadian 333, fall; 334, spring. 4 credits each term.
T R 2:30–3:45. D. I. Owen.

An introduction to the Semitic language of the Akkadians and Babylonians of ancient Mesopotamia. Utilizing the inductive method, students are rapidly introduced to the grammar and the cuneiform writing system of Akkadian through selected readings in the Code of Hammurapi, the Descent of Ishtar, and the Annals of Sennacherib. Secondary readings on the history and culture of Mesopotamia provide the background for the study of the language. Knowledge of another Semitic language helpful but not essential.

[335 Readings in Akkadian Texts] Fall or spring. 3 credits. Not offered 1981–82.]

Arabic

111–112 Elementary Arabic 111, fall; 112, spring. 6 credits each term. Prerequisite for 112: 111 or permission of instructor.

M–F 11:15. Fall, D. S. Powers; spring, P. D. Molan. The fundamentals of literary Arabic are introduced through practice in reading, writing, listening, and speaking. Short selections from all periods of Arabic literature are studied.

[113–114 The Spoken Arabic of Egypt] 113, fall; 114, spring. 6 credits each term. Not offered 1981–82.]

211–212 Intermediate Arabic 211, fall; 212, spring. 3 credits each term. Prerequisite for 211: one year of Arabic or permission of instructor. Prerequisite for 212: 211 or permission of instructor.

M W F 11:15. Fall, P. D. Molan; spring, D. S. Powers. The basic structures of literary Arabic are reviewed and reinforced. An appreciation for syntax is developed through readings in classical and modern texts.

[311–312 Advanced Arabic] 311, fall; 312, spring. 4 credits each term. Not offered 1981–82.]

419 Independent Study Fall or spring. Variable credit. Prerequisite: permission of instructor. Staff.

Aramaic

[238 Aramaic] Spring. 3 credits. Not offered 1981–82.]

Hebrew

101–102 Elementary Modern Hebrew 101, fall; 102, spring. 6 credits each term. Prerequisite for 102: 101 or permission of instructor. Satisfactory completion of 102 fulfills the qualification portion of the language requirement.

Sec 1, M–F 10:10; sec 2, M–F 11:15. N. Scharf. Sec 3, M–F 1:25 (for students with no Hebrew background); E. Kadar.

The fundamentals of modern Israeli Hebrew, emphasizing reading, writing, listening, and speaking skills. Small groups led by native Hebrew speakers are supplemented with work at the language laboratory.

[121–122 Elementary Classical Hebrew] 121, fall; 122, spring. 4 credits each term. Not offered 1981–82; next offered 1982–83.]

201–202 Intermediate Modern Hebrew 201, fall; 202, spring. 3 credits each term. Prerequisite for 201: 102 or permission of instructor. Prerequisite for 202: 201 or permission of instructor. Satisfactory completion of 202 fulfills the proficiency portion of the language requirement.

Sec 1, M W F 1:25 (for students who have completed NES 102 at Cornell); N. Scharf. Sec 2, T R 2:30–3:45 (for students who have received qualification in Hebrew from other institutions). E. Kadar.

Second-year modern Israeli Hebrew. Continued development of reading, writing, listening, and speaking skills. Review of grammar; readings from contemporary Israeli prose and poetry; guided conversation and composition. Small groups led by native Hebrew speakers are supplemented with work at the language laboratory.

[221 Readings in Classical Hebrew Literature] Fall. 3 credits. Not offered 1981–82.]

222 Readings in Classical Hebrew Literature Spring. 3 credits. Prerequisite: 201 or 221 or equivalent with permission of instructor. May be used as literature to satisfy the humanities distribution requirement. Satisfactory completion of 221–222 fulfills the language proficiency requirement in Classical Hebrew.

M W F 2:30. M. Collins. Intensive reading of selected narrative prose texts. Emphasis on fluency in reading and translating with special attention to Hebrew style and expression, lectures on language structures employed in storytelling, and discussions of the stories as literature.

301–302 Advanced Modern Hebrew 301, fall; 302, spring. 4 credits each term. Prerequisite for 301: 202 or equivalent with permission of instructor; for 302: 301 or equivalent with permission of instructor. This sequence may be used as literature to fulfill the humanities distribution requirement.

M W F 1:25. C. Kronfeld. Advanced study of Hebrew through the analysis of literary texts and expository prose. This course employs a double perspective: the language is viewed through the literature and the literature through the language. Students will develop composition skills by studying language structures, idioms, and various registers of style.

409 Independent Study Fall or spring. Variable credit. Prerequisite: permission of instructor. Staff.

Turkish

[131–132 Introduction to the Turkish Language (also Turkish 121–122)] 131, fall; 132, spring. 3 credits each term. Not offered 1981–82.]

Ugaritic

[337 Ugaritic] Fall. 3 credits. Not offered 1981–82.]

Ancient Near Eastern Literature

Arabic Literature

251 Studies in the Popular and Courtly Literatures of the Islamic Middle East Fall. 3 credits.

M W F 2:30. P. D. Molan.

An undergraduate seminar examining the relation between courtly and popular literature, the course surveys the development of uniquely Islamic literary forms and their aesthetic appeal. Students will read Islamic literary texts in translation and consider them against the background of medieval and modern critical theories.

332 Ancient Near Eastern Literature Spring. 4 credits. Open to all students.
M W F 10:10. R. S. Falkowitz.

The classics of ancient Sumerian and Babylonian Literature, including the Epic of Gilgamesh and the Cosmology Enuma Elish. Readings in translation.

[336 Folklore in the Ancient Near East] Spring. 4 credits. Not offered 1981–82.]

Biblical Literature

[125 Freshman Seminar in Biblical Literature: Heroes and Heroines of the Bible] Fall. 3 credits. Not offered 1981–82; next offered 1982–83.]

[221–222 Readings in Classical Hebrew Literature]
See course description under Hebrew.]

225 Judaic Literature in Late Antiquity: Dead Sea Scrolls and Sectarian Literature Spring. 3 credits. Open to freshmen.

M W F 11:15. M. Collins. This course examines the challenge to Judaism's social, legal, and religious institutions posed by adherents of apocalyptic and other sectarian ideologies in antiquity. The focus is on the Dead Sea Scrolls and the Qumran community but will include literature from other communities in the Greco-Roman era fourth century B.C.E. to second century C.E.). All readings in English translation.

[291 Tradition and the Literary Imagination] Fall. 3 credits. Not offered 1981–82.
See 292 under Hebrew Literature.]

322 Undergraduate Seminar in Biblical Literature: Prophecy in Ancient Israel Spring. 4 credits. Prerequisite: one course in the Bible or literature.
M W F 3:35. M. Collins.

A study of the speeches of ancient Israel's famous rhetoricians (such as Amos, Hosea, Isaiah, Jeremiah, and Ezekiel). The focus is on major issues which the prophets address (the human state and divine rule, man and society, freedom and responsibility, war and peace, exile and restoration), and on the poetics and rhetorics of these texts as literature. All readings in English translation. Students have the option of reading the texts in Hebrew.

429 Independent Study Spring. Variable credit. Prerequisite: permission of instructor. M. Collins. M. Collins.

Rabbinic Literature

341 Evolution of Jewish Law Fall. 4 credits.
T 2–4:25. J. Cohen.

A survey of the most important stages in the development and recording of the Oral Law—beginning with the biblical period, extending through classical antiquity and the Middle Ages, and culminating with movements in contemporary Judaism—from both literary and historical perspectives. Texts to be studied (in translation) include: Midrash Halakhah, Mishnah, Talmud, Maimonides' Code of Jewish Law, and present-day rabbinic responsa. The background of each text and the entire process of the development of the Halakhah with all its cultural ramifications will be discussed.

[342 Biblical Interpretation in Rabbinic Literature] Spring. 4 credits. Not offered 1981–82.]

448 Independent Study Fall or spring. Variable credit. Prerequisite: permission of instructor. Staff.

Hebrew Literature

207 Modern Hebrew Literature in Translation: Modern Hebrew Poetry Fall. 3 credits. Open to freshmen.

M W F 3:35. C. Kronfeld.

The dominance of poetry in modern Hebrew literature will be explored against the background of aesthetic, cultural, and political trends, and in the context of influential developments in European and American poetry. Readings will include Bialik, Tchernichovski (neo-romanticism), Fogel, Shteynberg, Ben-Yitzhak (impressionism, expressionism), Alterman, Shlonsky, Goldberg (neo-symbolism), Amichai, Zach, Rabikovitsh (neo-imagism, postmodernism).

208 Modern Hebrew Literature in Translation: The Modern Hebrew Short Story Spring. 3 credits. Open to freshmen.

M W F 3:35. C. Kronfeld.

This course examines the emergence and development of modern Hebrew prose fiction through its most perfected genre: the short story. A close analysis of texts will be combined with an overview of the diverse heritage that these texts manifest: biblical norms of narration, traditions of storytelling and oral narration, Western aesthetics, and, in recent times, the overwhelming influence of one writer, S. Y. Agnon. In addition to Agnon, readings will include Mendelev, Peretz, Bialik, Brenner, Gnessin, Yizhar, Oz, Orpaz, and Yehoshua.

221–222 Readings in Classical Hebrew Literature See course description under Hebrew.

[292 The Hebrew Literary Imagination Spring. 3 credits. Not offered 1981–82. See 291 under Biblical Literature.]

301–302 Advanced Modern Hebrew See course description under Hebrew.

[303 Seminar in Modern Hebrew Literature: The Short Story Fall. 4 credits. Not offered 1981–82.]

[304 Seminar in Modern Hebrew Literature: The Novel Spring. 4 credits. Not offered 1981–82.]

[308 Agnon and Hazaz Spring. 4 credits. Not offered 1981–82.]

405 Metaphor, Modernism, and Cultural Context: The Use of Metaphor in Modernist Hebrew, Yiddish, English and American Poetry (also Comparative Literature 405) Spring. 4 credits. Prerequisite: a course in one of the following: Hebrew or Yiddish language or literature, English or comparative literature.

R 2–4:25. C. Kronfeld.

This course investigates the issue of the typical modernist metaphor against the background of interdisciplinary theories of metaphor. Examples are taken from three different literatures, and various branches of modernism are represented, such as: Hebrew anti-formulaic poetry, the Yiddish introspectives, English and American imagists, et cetera. Readings will include Fogel, Amichai, Glatstein, Sutzkever, Eliot, Stevens, Williams, and others. Discussions and readings in English; students will have the option of reading these texts in Hebrew and/or Yiddish.

408 Independent Study Fall or spring. Variable credit. Prerequisite: permission of instructor. C. Kronfeld.

Yiddish Language and Literature

[171–172 Elementary Yiddish 171, fall; 172, spring. 4 credits each term. Not offered 1981–82.]

[375 The Shtetl in Modern Yiddish Fiction in English Translation (also German Literature 375) Fall. 4 credits. Not offered 1981–82.]

[377 Topics in Yiddish Literature (also German Literature 377) Spring. 4 credits. Not offered 1981–82.]

405 Metaphor, Modernism, and Cultural Context: The Use of Metaphor in Modernist Hebrew, Yiddish, English, and American Poetry (also Comparative Literature 405)

See course description under Hebrew Literature.

479 Independent Study Fall or spring. Variable credit. Prerequisite: permission of instructor. C. Kronfeld.

Related Course in Another Department

[Yiddish Literature in Translation (German Literature 350) Not offered 1981–82.]

History of Ancient Near Eastern Civilizations

[361 Interconnections in the Eastern Mediterranean World in Antiquity Spring. 4 credits. Not offered 1981–82.]

362 The History and Archaeology of Ebla Spring. 4 credits. Prerequisite: Arkeo 100 or any introductory course in ancient history or archaeology.

T R 12:20–1:35. D. I. Owen.

The course will present a detailed survey of the history and archaeology of Ebla based on the latest archaeological and textual discoveries. The position of the kingdom of Ebla in the history and archaeology of the third millennium in the ancient Near East will be emphasized. Significant texts in Eblaite and Sumerian will be read in translation. The film, "The Royal Archives of Ebla," will be shown as part of the course.

363 The History and Culture of Ancient Mesopotamia Fall. 4 credits. Open to all students with permission of instructor.

M W F 10:10. R. S. Falkowitz.

Emphasis will be placed on the history, art, and archaeology of Ancient Mesopotamia.

[365 History of the Ancient Near East in Biblical Times Fall. 4 credits. Not offered 1981–82.]

469 Independent Study Fall or spring. Variable credit. Directed readings on the history, culture, and civilization of the ancient Near East. Staff.

Related Course in Another Department

[Greeks and Their Eastern Neighbors (Classics 322) Not offered 1981–82.]

History of the Jewish People

[243 History of Ancient Israel to 450 B.C.E. Spring. 4 credits. Not offered 1981–82.]

244 Jews of the Ancient and Muslim Near East: 450 B.C.E.—1204 C.E. Fall. 4 credits. Open to freshmen.

T R 10:10–11:25. J. Cohen.

A survey of the political, cultural, and social history of the Jews, from the period of Ezra and Nehemiah until the death of Moses Maimonides. The focus will be on the link between the Jewish history of late ancient and early medieval times and the evolution of the classical Jewish world view as the development of the Jewish community is traced from that of a local tribal kingdom to that of a multinational religion. Of special concern will be the interaction of the Jews with innovative cultural trends in the Gentile world around them—first those of Greece and Rome, then

those of Christianity and Islam to which the Jewish community helped give rise. Emphasis will be placed on the reading of historical documents in translation.

[245 The Emergence of the Modern Jew: 476–1948 Spring. 4 credits. Not offered 1981–82.]

[343 The Jewish Community Throughout History Spring. 4 credits. Not offered 1981–82.]

[344 Age of the Patriarchs Fall. 4 credits. Not offered 1981–82.]

[347 Judaism and Christianity in Conflict Fall. 4 credits. Not offered 1981–82.]

[422 Seminar in Jewish History: The Medieval Church and the Jews Not offered 1981–82.]

449 Independent Study Fall or spring. Variable credit. Prerequisite: permission of instructor. J. Cohen and D. I. Owen. Directed readings on the history, culture, and civilization of ancient Israel and the Jewish people.

Islamic

151–152 Islamic Civilization 151, fall; 152, spring. 3 credits each term. 151 is not a prerequisite for 152. NES 151 or 152 may be used to satisfy either the distribution requirement in history or in the humanities or the Freshman Seminar requirement.

M W F 1:25. P. D. Molan and D. S. Powers.

NES 151 treats the seven centuries between the birth of Muhammad (c.570 A.D.) and the Mongol sack of Baghdad in 1258 A.D. NES 152 covers the period between the rise of the Gunpowder Empires in the sixteenth century and the present. The course will treat major political, social, and intellectual developments as revealed in Arabic historical, literary, and religious texts in translation. Topics to be discussed include: Sunni and Shi'i Islam, governance and the emergence of military slavery, the status of minorities, art, and architecture.

244 Jews of the Ancient and Muslim Near East: 450 B.C.E.—1204 C.E. See course description under History of the Jewish People.

251 Studies in the Popular and Courtly Literatures of the Islamic Middle East See course description under Arabic Literature.

252 Islamic Law and Society Spring. 3 credits. T R 10:10. D. S. Powers.

The *Shari'a* or sacred law of Islam embodies the totality of God's commands that regulate the life of every Muslim in all its aspects. The *Shari'a* comprises on an equal basis ordinances regarding worship and ritual as well as political and, in western terms, strictly legal rules. This course examines the relationship between the *Shari'a* and the major social, economic, and political institutions of Islamic society. Topics to be discussed will include the status of women, slaves, and non-Muslims, attitudes toward the economy and the arts, the significance of *ihad* (holy war), the nature of the Muslim city, and the relationship between the religious establishment and the government. Attention will be given to the function of the *Shari'a* in the modern world, with special reference to the problems and challenges of legal reform.

459 Independent Study Fall or spring. Variable credit. Prerequisite: permission of instructor. Staff.

Near Eastern and Biblical Archaeology

261 Ancient Seafaring (also Archaeology 275) Fall. 3 credits.

T R 12:20–1:35. D. I. Owen.

A survey of the history and development of archaeology under the sea. The role of nautical

technology and seafaring among the maritime peoples of the ancient Mediterranean world—Canaanites, Minoans, Mycenaeans, Phoenicians, Hebrews, Greeks, and Romans—as well as the riverine cultures of Mesopotamia and Egypt. Evidence for maritime trade, economics, exploration and colonization, and the role of the sea in religion and mythology are discussed.

[262 Mediterranean Archaeology (also Classics 200 and Ancient Mediterranean 200)] Fall. 3 credits. Not offered 1981–82.]

[263 Introduction to Biblical Archaeology in Israel] Spring. 3 credits. Not offered 1981–82.]

362 The History and Archaeology of Ebla
See course description under History of Ancient Near Eastern Civilizations.

364 Introduction to Field Archaeology in Israel
Summer.
D. I. Owen.
See course description in the *Announcement of Summer session 1982*.

[366 Archaeology of the Ancient Near East (also Archaeology 310)] Spring. Not offered 1981–82.]

[367 Archaeology of Ancient Egypt] Fall. 4 credits. Not offered 1981–82.]

[461 Seminar in Syro-Palestinian Archaeology: The Israelite Conquest of Canaan] Fall. 4 credits. Not offered 1981–82.]

Related Course in Another Department

[The Archaeology of Cyprus (Classics 321)] Not offered 1981–82.]

Honors Course

499 Independent Study: Honors Fall or spring. Variable credit.
Directed readings and conferences center on the candidate's honors thesis. The thesis topic must be approved by the department at the end of the second term of the junior year.

Related Courses in Other Departments

Introduction to Classical Archaeology (Art History 220)

Minoan-Mycenaean Art and Archaeology (Classics 221)

New Testament Greek (Classics 308)

[Introduction to Medieval Latin (Classics 214)] Not offered 1981–82.]

Introduction to Classical Archaeology (Classics 220) Not offered 1981–82.]

[Art and Archaeology of Archaic Greece (Classics 326)] Not offered 1981–82.]

[Pagan and Christian at Rome (Classics 332)] Not offered 1981–82.]

[Problems in Minoan-Mycenaean Archaeology (Classics 629)] Not offered 1981–82.]

Philosophy

D. B. Lyons, chairman; J. G. Bennett, R. N. Boyd, G. Fine, C. A. Ginet, H. Hodes, T. H. Irwin, N. Kretzmann, R. W. Miller, S. Shoemaker, R. C. Stalnaker, N. L. Sturgeon, A. W. Wood

The study of philosophy provides students with an opportunity to become familiar with some of the great ideas and great works in the history of thought, while developing analytical skills which are valuable in practical as well as academic affairs. It affords the excitement and satisfaction that come from understanding and working toward solutions of fascinating and important intellectual problems. The curriculum includes substantial offerings in history of philosophy, logic, philosophy of mathematics and science, ethics, social and political philosophy, metaphysics, and theory of knowledge.

Any philosophy course numbered in the 100s or 200s is suitable for beginning study in the field. Sections of Philosophy 100 are part of the Freshman Seminar program; they are taught by various members of the staff on a variety of philosophical topics, and because of their small size (twenty students at most) they provide ample opportunity for discussion. Students who want a broad introduction to philosophy may take Philosophy 101, Philosophical Classics, which focuses on recognized classics in the principal areas of philosophy. Philosophy 131, Logic, Evidence and Argument, deals with the analysis and evaluation of arguments of all sorts. It is not a general introduction to philosophy, but the skills it develops are useful in all areas of study, including philosophy. Many students with special interests find that the best introduction to philosophy is a 200-level course in some particular area of philosophy; such courses have no prerequisites and are usually open to freshmen.

The Major

Students expecting to major in philosophy should begin their study of it in their freshman or sophomore year. Admission to the major is granted by the director of undergraduate studies of the department on the basis of a student's work during the first two years. Eight philosophy courses of at least three credits each are required for the major. They must include at least one course in ancient philosophy, at least one course in the history of philosophy other than ancient philosophy, and a minimum of three courses of at least three credits each numbered above 300, at least one of which must be numbered above 400 (with the exception of 490).

A course in mathematical logic (either 231 or 331), while not required, is especially recommended for majors or prospective majors.

Philosophy majors must also complete at least eight credits of course work in related subjects approved by their major advisers.

Occasionally majors may serve as teaching or research aides, working with faculty members familiar with their work.

Honors. A candidate for honors in philosophy must be a philosophy major with a B—or better for all work in the College of Arts and Sciences and an average of B or better for all work in philosophy. In either or both terms of the senior year a candidate for honors enrolls in Philosophy 490 and undertakes research leading to the writing of an honors essay by the end of the final term. Prospective candidates should apply at the Department of Philosophy office, 218 Goldwin Smith Hall.

Fees. In some courses there may be a small fee for photocopying materials to be handed out to students.

Introductory Courses

These courses have no prerequisites; all are open to freshmen.

100 Freshman Seminar in Philosophy Fall or spring. 3 credits. Limited to freshmen who have not taken Philosophy 101. Independent sections, each limited to 20 students. Letter grade only.
Fall: M W F 8:00, J. Bennett; M W F 10:10, staff; M W F 11:15, N. Sturgeon; M W F 1:25, R. Boyd; M W

F 2:30, staff; T R 10:10–11:25, A. Wood; T R 12:20–1:35, staff; T R 2:30–3:45, staff. Spring: M W F 9:05, staff; M W F 10:10, staff; M W F 11:15, staff; M W F 1:25, R. Stalnaker; M W F 2:30, staff; T R 10:10–11:25, staff; T R 12:20–1:35, staff; T R 2:30–3:45, R. Miller.

101 Introduction to Philosophy Fall or spring. 3 credits.

Fall: T R 10:10–11:25; N. Kretzmann. Spring: M W F 11:15; G. Fine.

Classical and contemporary problems in philosophy studied through the writings of some of the major philosophers in the Western tradition (such as Plato, Descartes, Hume, Kant, Mill, Russell). Questions discussed may include: what is knowledge, and how can we know anything? Can we have rational grounds for belief in God? Are human beings anything more than machines? Is anything objectively right or wrong?

131 Logic: Evidence and Argument Fall. 3 credits.

M W F 1:25. J. Bennett.
An introduction to the fundamental principles of inference, intended to systematize and develop skills in evaluating arguments. Both deductive and inductive arguments will be considered. The course is not a general introduction to philosophy, but develops skills useful in all areas of study, including philosophy.

210 Ancient Thought Fall. 4 credits.
M W F 9:05. T. Irwin.

An introductory survey of major intellectual developments in the Greek and Roman world and their significance for later thought. The development of Greek scientific, moral, and political thinking; Greek and Hebrew thought; the growth of Christianity and its relations to Greek philosophy. Questions include: What is the nature of the universe, and how can it be known? What is scientific knowledge, and how does it differ from religious belief? What can man know about God? Is there any rational basis for moral beliefs and political principles? Readings in translation are selected from Homer, the Pre-Socratic philosophers, Greek tragedy, Thucydides, Plato, Aristotle, the Stoics, Epicurus, Lucretius, Marcus Aurelius, the Hebrew Prophets, the Wisdom of Solomon, the Gospels, the Letters of St. Paul, Plotinus, St. Augustine.

[211 Ancient Philosophy] Not offered 1981–82.]

212 Modern Philosophy Spring. 4 credits.
T R 12:20–1:35. A. Wood.

A survey of some central philosophical problems in the rationalists, empiricists, and Kant. Typical problems include: the nature and limits of knowledge; perception; the existence and nature of God; free will and determinism; mind and body. Readings from Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant.

[213 Existentialism] Not offered 1981–82.]

[214 Philosophical Issues in Christian Thought] Not offered 1981–82.]

231 Formal Logic Spring. 4 credits.
M W F 9:05. C. Ginet.

Analysis and evaluation of deductive reasoning in terms of formalized languages. The logic of sentences, predicates and quantifiers. (This course, rather than 331, is the recommended introductory formal logic course for students unsure of their mathematical aptitude, or without mathematical background.)

241 Ethics Spring. 4 credits.
M W F 1:25. T. Irwin.

Introduction to philosophical study of major ethical questions, including both general theoretical issues (e.g., Are there objective values? Is human nature inevitably selfish?) and also practical moral problems

(e.g., war, abortion, equality of opportunity and reverse discrimination). Readings from classical ethical writers (Plato, Mill, Nietzsche) and from contemporary sources.

242 Social and Political Theory Fall. 4 credits.
T R 2:30–3:45. R. Miller.

A historical survey of philosophical thinking about the nature and norms of human society, including such questions as the nature and limits of liberty, the function and justification of state authority, the origins of inequality, and the rationale for revolution. Classic works in social and political theory will be discussed in detail in an effort to analyze their main arguments, determining the views of psychology, society, and ethics on which they rest. Topic for 1981–82: Liberty, authority and social conflict—Individualism and its critics from Hobbes to Marx.

[243 Aesthetics] Not offered 1981–82.]

245 Biomedical Ethics Fall. 3 credits.
See course description under Biological Sciences 205.

246 Environmental Ethics Spring. 3 credits.
See course description under Biological Sciences 206.

261 Knowledge and Reality Fall. 4 credits.
T R 10:10–11:25. G. Fine.

An introduction to some of the central philosophical problems and theories about knowledge and reality. Topics may include: skepticism; our knowledge of the external world; sense perception; God; free will and determinism; causation; substance; theories of universals; the foundations of knowledge; certainty. Readings from classical and contemporary sources.

262 Philosophy of Mind Fall. 4 credits.
M W F 10:10. S. Shoemaker.

Discussion of a number of problems about the nature of mind. For example, can thoughts and feelings be physical events in the brain? Might computers or robots be conscious beings? What is it that constitutes a person's identity—the unity of his consciousness? Is there a conflict between free will and determinism?

263 Reason and Religion Fall. 4 credits.
T R 12:20–1:35. N. Kretzmann.

Recent and traditional literature will be taken into account in the examination of such topics as evidence for and against the existence of a god, philosophical problems associated with the attributes of God, as described in the great monotheistic religions, and philosophical problems associated with the relationship of God to the physical universe and to man.

286 Science and Human Nature Spring. 4 credits.
M W F 11:15. R. Boyd and N. Sturgeon.

An examination of attempts in the biological and social sciences to offer scientific theories of human nature and human potential and to apply such theories to explain important social and psychological phenomena. Topics vary and may include issues in psychology such as behaviorism, Freudianism, and artificial intelligence, or issues in the foundations of historical theory such as methodological individualism and economic determinism as well as relevant issues in the biological sciences. Topic for 1981–82: Darwin, social Darwinism, and sociobiology.

Intermediate Courses.

Some of these courses have prerequisites.

309 Plato Fall. 4 credits.

T R 1:00–2:15. G. Fine.
A survey of Plato's major dialogues, including the *Apology*, *Meno*, *Phaedo*, *Republic*, *Parmenides*, *Theaetetus* and *Sophist*. Plato's views on a variety of topics: his theory of forms; immortality; knowledge; sense and intellect; ethics and political theory.

[310 Aristotle] Not offered 1981–82.]

[311 Modern Rationalism] Not offered 1981–82.]

312 Modern Empiricism Fall. 4 credits.
M W F 1:25. S. Shoemaker.

The philosophies of the classic British empiricists, Locke, Berkeley and Hume. Topic for 1981–82: Hume's *Treatise of Human Nature*.

[313 Medieval Philosophy] Not offered 1981–82.]

[314 Topics in Ancient Philosophy] Not offered 1981–82.]

315 Special Topics in the History of Philosophy Fall. 4 credits.

T R 2:30–3:45. A. Wood.
Topic for 1981–82: Schopenhauer and Nietzsche.

316 Kant Spring. 4 credits.

M W F 2:30. T. Irwin.
Introduction to Kant's main doctrines in metaphysics, theory of knowledge, and ethics. Kant's place in the history of philosophy; how he tries to reconcile and transcend the best insights of rationalism and empiricism. Kant's new philosophical perspective; can we have knowledge of the world as it really is, or can we only know our way of seeing the world? Topics include: the possibility of non-empirical knowledge and the basis of empirical knowledge; the nature of space and time and our knowledge of them; proof of the existence of an objective world (has Kant answered scepticism?); why events must have causes, and how we know they must have them; scientific law, determinism, and the possibility of free will; free will, reason, and the basis of morality.

317 Hegel Spring. 4 credits.

T R 10:10–11:25. A. Wood.
An introduction to Hegel's philosophy through study of his first systematic philosophical treatise, the *Phenomenology of Spirit*. Emphasis is given to Hegel's dialectical method, but the focus of discussion is on topics covered in the *Phenomenology*.

318 Twentieth-Century Philosophy Spring. 4 credits.

M W F 1:25. S. Shoemaker.
A survey of several important twentieth-century philosophers.

319 Philosophy of Marx Spring. 4 credits.
W 7:30–10:30 p.m. R. Miller.

An investigation of Marx's theories of economics, politics and ideology in modern societies, his materialist framework for explaining social change, and his view of post-capitalist society. Attention will be paid to the philosophy of science implicit in Marx's arguments, their implications for issues in moral philosophy, and their relevance to contemporary moral and political controversies concerning war, racism, nationalism, political repression and social inequality. Readings will be from all periods in Marx's development, including the early writings, *Capital*, and the writings on French political history.

331 Introduction to Formal Logic Fall. 4 credits.
M W F 11:15. R. Stalnaker.

Sentential logic and first order quantification theory. Covers the same material as 231, but in more depth and with additional metatheory. This is the recommended course, of the two, for students with good mathematical background or aptitude.

341 Ethical Theory Spring. 4 credits.

T R 12:20–1:35. N. Sturgeon.
A survey of several important ethical theories, and theories about the nature and justification of ethical theories, using both classical and contemporary sources. Topic for 1981–82: Intuitionism, skepticism, and naturalism.

342 Law, Society, and Morality (also Law 666) Spring. 4 credits.

M W F 10:10. D. Lyons.
An introduction to legal and political philosophy emphasizing the nature of law, the problem of coercion, principles of justice, and general welfare.

[361 Metaphysics and Epistemology] Not offered 1981–82.]

[363 Topics in the Philosophy of Religion] Not offered 1981–82.]

381 Philosophy of Science Fall. 4 credits.
W 7:30–10:30 p.m. R. Boyd.

An examination of central epistemological and metaphysical issues raised by scientific theorizing: the nature of evidence, scientific objectivity, the nature of theories, "models" and paradigms, the character of the scientific revolution. In addition to the contemporary literature in the philosophy of science, readings are also drawn from the history of science and from the works of modern philosophers, such as Locke, Hume, and Descartes.

[382 Philosophy and Psychology] Not offered 1981–82.]

383 Philosophy of Choice and Decision Fall. 4 credits.

M W F 10:10. J. Bennett.
Philosophical foundations and applications of theories of rational decision making. Risk and uncertainty, measurement and interpersonal comparison of utilities, applications of game theory, collective choice.

[387 Philosophy of Mathematics] Not offered 1981–82.]

[388 Social Theory] Not offered 1981–82.]

[389 Philosophy of History] Not offered 1981–82.]

390 Informal Study Fall or spring. Credit to be arranged. To be taken only in exceptional circumstances. Must be arranged by the student with his or her adviser and the faculty member who has agreed to direct the study.
Staff.

Advanced Courses and Seminars

These courses are intended primarily for majors and graduate students.

395 Majors Seminar Spring. 4 credits. S-U grades only. Limited to junior and senior philosophy majors.
T 2:30–4:25. C. Ginet.

An examination of some contemporary discussions of three or four philosophical problems. For example, free will versus determinism, personal identity, the objectivity of moral claims, problems in the philosophy of language.

[412 Medieval Philosophy] Not offered 1981–82.]

413 Plato and Aristotle Spring. 4 credits.
W 3:45–5:40. G. Fine.
Topic to be announced.

[431 Deductive Logic] Not offered 1981–82.]

[433 Philosophy of Logic] Not offered 1981–82.]

436 Intensional Logic Spring. 4 credits.
Prerequisite: Philosophy 231 or equivalent.

M W F 11:15. R. Stalnaker.
Formal semantics for, and philosophical applications of, various modal and intensional logics.

[437 Problems in the Philosophy of Language] Not offered 1981–82.]

[441 Contemporary Ethical Theory] Not offered 1981–82.]

[442 Ethics and the Philosophy of Mind Not offered 1981–82.]

[443 Topics in Aesthetics Not offered 1981–82.]

444 Contemporary Legal Theory (also Law 623) Spring. 4 credits. Limited enrollment; preference given to law students.

R 3:45–5:25. D. Lyons.
Recent work on the nature of law and its relations to morality, with an emphasis on the writings of H.L.A. Hart and Ronald Dworkin.

461 Metaphysics Spring. 4 credits.

M W F 10:10. S. Shoemaker.
Topic for 1981–82: The Self. An examination of philosophical problems about self-consciousness, self-reference, and the nature of mind.

[462 Theory of Knowledge Not offered 1981–82.]

481 Problems in the Philosophy of Science Fall. 4 credits.

W 3:45–5:40. R. Miller.
Topic for 1981–82: Explanation and confirmation in the natural and the social sciences—realist, formalist, and relativist perspectives.

490 Special Studies in Philosophy Fall or spring. 4 credits. Open only to honors students in their senior year.

Staff.

611 Ancient Philosophy Fall. 4 credits.

M W 2:30–3:45. T. Irwin.
Topic for 1981–82: Aristotle's metaphysics and philosophy of mind.

[612 Medieval Philosophy Not offered 1981–82.]

[613 Modern Philosophers Not offered 1981–82.]

[619 History of Philosophy Not offered 1981–82.]

[631 Logic Not offered 1981–82.]

[632 Semantics Not offered 1981–82.]

[633 Philosophy of Language Not offered 1981–82.]

641 Ethics and Value Theory Fall. 4 credits.

R 3:45–5:40. N. Sturgeon.
Topic for 1981–82: Moral Realism and its Critics.

[661 Theory of Knowledge Not offered 1981–82.]

662 Philosophy of Mind Spring. 4 credits.

R 3:45–5:40. C. Ginet.
Topic for 1981–82 to be announced.

664 Metaphysics Fall. 4 credits.

M 3:45–5:40. R. Stalnaker.
Topic for 1981–82: Mental representation.

665 Metaphysics Spring. 4 credits.

T 3:45–5:40. R. Boyd.
Topic for 1981–82: Naturalism in epistemology, ethics, and philosophy of language.

[681 Philosophy of Science Not offered 1981–82.]

[682 Philosophy of Social Science Not offered 1981–82.]

700 Informal Study Fall or spring. Credit to be arranged. To be taken by graduate students only in exceptional circumstances and by arrangement made by the student with his or her special committee and the faculty member who has agreed to direct the study.

Staff.

Physics

D. B. Fitchen, chairman; V. Ambegaokar, N. W. Ashcroft, K. Berkelman, H. A. Bethe (emeritus), D. G. Cassel, G. V. Chester, R. M. Cotts, J. W. DeWire, M. E. Fisher, R. Galik, M. Gilchriese, B. Gittelman, K. Gottfried, S. Gregory, K. Greisen, L. N. Hand, D. L. Hartill, P. Hartman, W. Ho, D. F. Holcomb, T. Kinoshita, V. Kistiakowski, J. A. Krumhansl, D. M. Lee, G. P. Lepage, R. M. Littauer, B. D. McDaniell, H. Mahr, N. D. Mermin, J. Orear, M. E. Peskin, R. O. Pohl, J. D. Reppy, R. M. Richardson, R. C. Richardson, E. E. Salpeter, R. H. Siemann, A. J. Sievers, E. Siggia, R. H. Silsbee, A. Silverman, P. C. Stein, R. M. Talman, S. A. Teukolsky, M. Tigner, J. W. Wilkins, K. G. Wilson, T. M. Yan, D. R. Yennie

Research in the Department of Physics centers on two major resources, the Laboratory of Atomic and Solid State Physics (LASSP) and the Laboratory of Nuclear Studies (LNS). LASSP has achieved national eminence both in solid-state and in low-temperature physics. LNS has concentrated on high-energy particle physics. Presently it operates, on campus, an electron-positron colliding-beam storage ring and the world's largest electron synchrotron. Students who are advanced and interested enough have access to the latest and most exciting developments through a full schedule of seminars and colloquia. There are opportunities for research participation and summer jobs.

Three introductory physics sequences are open to freshmen: 101–102, 112–213–214–315 and 207–208. In addition there is a cluster of general-education courses, 201 through 205. Physics 101–102, a self-paced audiotutorial course, is designed for students who do not intend to go into physics and who do not have preparation in calculus. Physics 112 and 207 both require calculus (Mathematics 191 or 111), and additional mathematics is required for subsequent courses in sequence. 101–102 or 207–208 may be taken as terminal physics courses. The three- or four-term sequence 112–213–214 (–315) is recommended for physics majors and engineers.

For those who wish to pursue some physics beyond the introductory level, several courses may be appropriate: Physics 330, Modern Experimental Optics; Physics 360, Introductory Electronics.

Advanced placement and credit are offered as outlined in the section, Advanced Placement of Freshmen, or students may consult Professor Cotts, 522 Clark Hall. Transfer students requesting credit for physics courses taken at another college should consult the department office.

The Major

Various options permit the student to concentrate heavily on physics, or to take less physics and pursue an accompanying constellation of courses in a related area. Those desiring a physics concentration as preparation for professional or graduate work should complete 112–213–214 or 112–217–218 (and preferably 315) by the end of the sophomore year. A basic preparation for a less intensive physics program may include 112–213–214 or 207–208. In either case, it is necessary to complete a concurrent sequence of mathematics courses.

Mathematics 191–192–293–294 or 193–194–295–296 are normally recommended, except for students especially interested in continuing the study of pure mathematics, for whom Mathematics 111–122–221–222 (or equivalent) may be preferred.

Prospective majors are urged to make an early appointment at the physics office for advice in planning their programs. Acceptance into the major is normally granted after completion of a year of physics and mathematics at a satisfactory level; the student

should propose a tentative plan for completing his or her graduate requirements as well as those for the major. The plan may change from time to time, but it must be approved by the major adviser. The major requirements have two components—a core and a concentration.

Core requirements for the major include:

- 1) 112–213–214 (or 112–217–218) or 207–208.
- 2) an intermediate physics course in each of four areas:
 - (a) mechanics—Physics 431 or 318,
 - (b) electricity and magnetism—Physics 432 or 325,
 - (c) modern physics—Physics 315 or 443, and
 - (d) laboratory physics—Physics 310, 330, 360, or 410.

Mathematics courses prerequisite for these physics courses are also necessary. The choice of core is influenced by the intended concentration. For a concentration in physics, 112–213–214 (or 112–217–218), 318, 325, 315, or 443, and 410 is appropriate, while for concentrations outside physics part (2) of the core might consist of 315, 431, 432, and 410.

Concentration reflects the student's interest in some area related to physics: the array of courses must have internal coherence. The concentration must include at least 15 credits, with at least 8 credits in courses numbered above 300. Students have chosen to concentrate in physics, biophysics, chemical physics, astrophysics; natural sciences; history and philosophy of science; computer science; business and economics.

The concentration in physics is recommended as preparation for professional or graduate work in physics or a closely related discipline. Twelve credits from physics courses above 300, in addition to those selected for part (2) of the core, are required; the program must include Physics 410. The following courses are strongly recommended: Physics 443; Mathematics 421, 422, and 423; and at least one of Physics 341, Physics 444, Physics 454, Applied and Engineering Physics 401, Astronomy 431–432, or Geological Sciences 485–486. Students with a concentration in physics who wish to emphasize preparation for astronomy or astrophysics should consult the astronomy section of this Announcement. A combined biology-chemistry concentration is recommended for premedical students or those who wish to prepare for work in biophysics. The concentration in natural science is particularly appropriate for teacher preparation.

Foreign language requirement. Students interested in eventual graduate work in physics are advised to meet this requirement with French, German, or Russian.

Honors. A student may be granted honors in physics upon the recommendation of the physics advisers committee of the physics faculty.

Distribution Requirement

The requirement in physical sciences is met by any two sequential courses such as Physics 101–102 or 207–208, or by any two general-education courses from the group 201–205.

Course Prerequisites

Prerequisites are specified in physics course descriptions to illustrate the materials that students should have mastered. Students who wish to plan programs different from those suggested by the prerequisite ordering are urged to discuss their preparation and background with a physics adviser or with the instructors in the course. In many cases an appropriate individual program can be worked out without exact adherence to the stated prerequisites.

101–102 General Physics 101, fall, except by special permission; 102, spring; may also be offered during summer session. 4 credits each term. Prerequisites: three years of high school mathematics, including some trigonometry. Prerequisite for Physics 102: 101 or 112 or 207. Includes more modern physics and less mathematical analysis than Physics 207–208 or 112–213–214, but more mathematics than courses in Physics 201 to 205. Students planning to major in a physical science should elect Physics 207–208 or 112–213–214. A self-paced, mastery-oriented audiotutorial format; students work in a learning center at hours of their own choice. Repeated tests on each unit are given until mastery is demonstrated. One large orientation meeting on R Sept. 3, 10:10 a.m. or 12:20 p.m. or T Feb. 2, 7:30 p.m.

B. Richardson and staff.
Basic principles treated quantitatively but without calculus. Major topics for 101: Particle structure of matter; kinematics; forces and fields (including electric fields); momentum, angular momentum, energy (including nuclear energy); relativity; sound waves. 102: Electricity and magnetism; optics; thermal physics; quantum physics. Laboratory emphasizes instrumentation, measurement and interpretation of data. Text: *Physics for College Students—with Applications to the Life Sciences* by Tilly and Thumm.

112 Physics I: Mechanics and Heat Fall or spring; may also be offered during summer session. 4 credits. Primarily for students of engineering and for prospective physics majors. Prerequisite: coregistration in Mathematics 192 (or 194 or 112), or substantial previous contact with introductory calculus, combined with coregistration in Mathematics 191 (or 193 or 111).

Lecs, M W F: 10:10 or 12:20; 2 recs each week; one 2-hour lab alternate weeks. Evening exams: fall, Oct. 15, Dec. 1; spring, Mar. 4, Apr. 6. Fall, P. Stein; spring, R. Littauer.

Mechanics of particles: kinematics, dynamics, special relativity, conservation laws, central force fields, periodic motion. Mechanics of many-particle systems: center of mass, rotational mechanics of a rigid body, static equilibrium. Introduction to thermodynamics. At the level of *Fundamentals of Physics*, 2nd edition, extended by Halliday and Resnick.

201 Great Ideas of Physics Fall. 3 credits. Intended for nonscientists; does not serve as a prerequisite to further science courses. Assumes no scientific background, but may use some high school mathematics.

Lecs, M W F 2:30; disc, T 12:20 or 2:30. Topics include the nature of light and the interaction of light and matter, with applications such as lasers and holograms; also the concepts of energy and the arrow of time, with a discussion of solar and nuclear energy conservation.

202 Physics in the World Around Us Spring. 3 credits. Intended for nonscientists; does not serve as a prerequisite to further science courses. Assumes no scientific background, but may use some high school mathematics.

Lecs, M W F 2:30; disc, T 12:20 or 2:30. D. Mermin. Basic principles of physics are used for the understanding of the universe at large as well as the submicroscopic world of elementary particles. Short discussions of the origin of life, relativity, and cosmology are included.

[203 The Physics of Space Exploration Spring. Not offered 1981–82.]

204 Physics of Musical Sound Fall. 3 credits. Intended for nonscientists; does not serve as a prerequisite to further science courses. Assumes no scientific background, but will use some high school algebra.

Lec, M W F 2:30; disc to be arranged.
R. H. Silsbee.

The basic physical characterization of sound in terms of pitch, intensity, and tone quality is developed, as well as the important concepts necessary to understand many features of the production, propagation, and perception of sound. Among the specific topics that are discussed are mechanisms of tone production in musical instruments, speculations as to the basis of consonance and dissonance, the structure of musical scales, architectural acoustics and the principles of electronic synthesis of musical sound.

205 Reasoning about Luck Fall. 3 credits. Intended for nonscientists; does not serve as a prerequisite for further science courses. Assumes no scientific background, but will use some high school algebra.

Lecs, M W F 2:30; disc to be arranged.
V. Ambegaokar.
An attempt to explain how and when natural scientists can cope rationally with chance. Starting from simple questions (such as how one decides if an event—meeting someone with the same birthday, being dealt a bridge hand all in one suite—is “likely,” “unlikely,” or just incomprehensible) the course will attempt to reach an understanding of more subtle points: why it is, for example, that in large systems likely events can become overwhelmingly likely. From these last considerations, it may be possible to introduce the interested students in a nontrivial way to the second law of thermodynamics, that putative bridge between C. P. Snow’s two cultures. Another physical theory, quantum mechanics, in which chance occurs—though in a somewhat mysterious way—may be touched on.

207–208 Fundamentals of Physics 207, fall; 208, spring. 4 credits each term. Prerequisites for Physics 207: high school physics plus coregistration in Mathematics 192 or 112, or substantial previous contact with introductory calculus, combined with coregistration in Math 191 or 111. Prerequisites for Physics 208: Physics 207 (or 112 or 101) and at least coregistration in Mathematics 192 or 112. Physics 207–208 is intended as the first college physics course for students majoring in a physical science, mathematics, or an analytically oriented biological science.

Lecs, M W 9:05 or 11:15; 2 recs each week; one 3-hour lab alternate weeks. Evening exams: fall, Oct. 15, Nov. 19, spring, Mar. 4, Apr. 8. Fall, R. Cotts; spring, R. Pohl.

Core-plus-branch plan. The first nine weeks of each semester are devoted to core material (lec/discussion/lab format): 207, particle mechanics and waves; 208, electromagnetic fields and circuits. For the last five weeks each term, each student selects one branch topic and the work on this topic is done on an unstructured, self-paced basis. Possible branches: 207, thermodynamics, acoustics and the physics of music, special relativity, gravitation; 208 optics, introduction to quantum mechanics, nuclear physics, electronics. Core at the level of *Physics* by P. A. Tipler.

213 Physics II: Electricity and Magnetism Fall or spring; may also be offered during summer session. 4 credits. Primarily for students of engineering and for prospective physics majors. Prerequisites: Physics 112 and coregistration in the continuation of the mathematics sequence required for 112.

Lecs, T R 9:05 or 11:15; 2 recs each week; one 3-hour lab alternate weeks. Evening exams: fall, Oct. 8, Nov. 3, Nov. 24; spring, Feb. 23, Mar. 18, Apr. 15. Fall, J. Orear.

Electrostatics, behavior of matter in electric fields, magnetic fields, Faraday’s law, electromagnetic oscillations and waves, magnetism. At the level of *Fundamentals of Physics* by Halliday and Resnick. Laboratory covers electrical measurements, dc and ac circuits, resonance phenomena.

214 Physics III: Optics, Waves, and Particles Fall or spring; may also be offered during summer session. 3 or 4 credits. Primarily for students of

engineering and for prospective physics majors. Prerequisites: Physics 213 and coregistration in the continuation of the mathematics sequence required for 112. (Physics 310 may be taken, with permission of the instructor, in place of the Physics 214 lab and credit for 214 is reduced to 3 credits.)

Lecs, T R 9:05 or 11:15; 2 recs each week; one 3-hour lab alternate weeks. Evening exams: fall, Oct. 8, Nov. 3, Nov. 24; spring, Feb. 23, Mar. 18, Apr. 15. Fall, R. Richardson; spring, D. Holcomb. Wave phenomena; electromagnetic waves; optics; quantum effects, matter waves; uncertainty principle; introduction to wave mechanics.

217 Physics II: Electricity and Magnetism Fall or spring. 4 credits. Intended for students who have done very well in Physics 112 and desire a more analytic treatment than that of Physics 213. Prospective physics majors are encouraged to select Physics 217. Prerequisites: permission of instructor and approval of the student’s adviser before course enrollment. Prerequisites also include a knowledge of the fundamentals of electricity and magnetism and a good mathematical background, including the use of vector calculus.

Lecs, T R S 11:15; rec, T 3:35; lab, R 1:30–4:30. Evening exams may be scheduled. Fall: R. Littauer; spring: D. Cassel.

A more rigorous version of Physics 213, at the level of *Electricity and Magnetism* by Purcell (Vol II, Berkeley Physics Series).

218 Physics III: Optics, Waves, and Particles Fall or spring. 3 or 4 credits. A special section of Physics 214. Conditions governing enrollment are similar to those of Physics 217. Students are required to do the lab work offered in 214 or to enroll concurrently in Physics 310 (in which case credit for Physics 218 is reduced to 3 credits).

Lecs, T R S 11:15; sec T 2:30; lab, see Physics 214 or 310. Evening exams may be scheduled. Spring: J. Orear.

310 Intermediate Experimental Physics Fall or spring. 3 credits. Prerequisite: Physics 208 or 213. May be taken concurrently with 214 or 218 in place of the lab work offered in Physics 214, with permission of student’s adviser.

Labs, R F 1:25–4:25. Fall: P. Hartman; spring: J. Reppy.

Students select from a variety of experiments and may work on experiments of their own design if equipment is available. An individual, independent approach is encouraged. Facilities of the Physics 410 lab are available for some experiments.

315 Phenomena of Microphysics Fall or spring. 3 credits. Primarily for students of engineering and prospective majors in physics. Prerequisites: Physics 214 and Mathematics 294.

Fall: lec, M W F 9:05; Spring: T R S 11:15. Fall: T. M. Yan; spring: D. Lee. Introduction to the physics of atoms, solids, and nuclei, emphasizing the description of phenomena using the results of elementary quantum and statistical physics. At the level of *Introduction to Modern Physics* by Richtmyer, Kennard, and Cooper.

318 Analytical Mechanics Spring. 4 credits. Prerequisites: Physics 208 or 214 plus one of Mathematics 421, 422, or 423, or permission of instructor. Intended for physics majors concentrating in physics. Similar material is covered in Physics 431 at a less demanding analytical level. (Applied and Engineering Physics 333 is approximately equivalent.)

Lecs, M 11:15–1:15, W F 11:15. R. Cotts. Newtonian mechanics of particles and systems of particles including rigid bodies; oscillating systems; gravitation and planetary motion; moving coordinate systems, relativistic kinematics; wave propagation; Euler’s equations; Lagrange’s equations; Hamilton’s equations; normal modes and small vibrations. At the level of *Classical Dynamics* by Marion.

325 Electricity and Magnetism Fall. 4 credits.

Prerequisites: Physics 208 or 214 plus coregistration in one of Mathematics 421, 422, or 423, or permission of instructor. Intended for physics majors concentrating in physics. Similar material is covered in Physics 432 at a less demanding analytical level.

Lecs, T R S 11:15, T 3:35. J. Wilkins.
Electrostatics: electric charge and fields, potential, multipoles, conductors, Laplace equation and formal solutions, field energy, dielectric materials, polarization. Magnetostatics: currents, magnetic fields and vector potential, magnetic materials, field energy. Maxwell's equations. At the level of *Lectures on Physics* Vol. II by Feynman and *Foundations of Electromagnetic Theory* by Reitz and Milford.

326 Electromagnetic Waves and Physical Optics

Spring. 4 credits. Prerequisite: Physics 325.

Lecs, T R S 9:05, W 1:25. M. Peskin.
Electrodynamics: applications of Maxwell's equations, wave equation, transmission lines, wave guides, radiation, special relativity. Physical optics: reflection, refraction, dispersion, polarization, Fresnel and Fraunhofer diffraction. At the level of *Classical Electromagnetic Radiation* by Marion.

330 Modern Experimental Optics Spring.

3 credits. Prerequisite: one year of physics.
Lec, M 2:30; lab, T W R or F 1:25–4:15.
A practical, lab-based course for students of physical and biological sciences. Students select four or five subject units to match their interests and backgrounds. The units include: physics of lasers, image formation, holography, spectroscopy, light pulses, coherence and correlation, diffraction and interference, light sources and detectors. Each unit involves one or more experiments from a set of varying difficulty and sophistication, and readings, supplementary notes, and problems. An introduction to modern optical techniques and equipment used in current research in such fields as biology, chemistry, physics and astronomy.

341 Thermodynamics and Statistical Physics

Fall. 4 credits. Prerequisites: Physics 214 and Mathematics 294.

Lecs, T R S 9:05, T 2:30. J. Reppy.
Statistical physics, developing both thermodynamics and statistical mechanics simultaneously. Concepts of temperature, laws of thermodynamics, entropy, thermodynamics relations, free energy. Applications to phase equilibrium, multicomponent systems, chemical reactions and thermodynamic cycles. Application of statistical mechanics to physical systems; introduction to treatment of Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac statistics with applications. Elementary transport theory. At the level of *Fundamentals of Statistical and Thermal Physics* by Reif or *Thermal Physics* by Morse.

360 Introductory Electronics (also Engineering A&EP 363)

Fall or spring. 4 credits. Prerequisite: Physics 208 or 213 or permission of instructor; no previous experience with electronic circuits is assumed; however, the course moves through the introductory topics (dc and ac circuits, basic circuit elements) rather quickly. Students wishing a somewhat slower-paced treatment might consider taking Electrical Engineering 210 before Physics 360.
Lec, M 2:30–4:25; labs, T R or W F 1:25–4:25. Fall, D. Holcomb.

An experimental survey of some devices and circuits in two general areas: analog and digital electronics. In analog circuits, the major emphasis is on operational amplifiers and their applications. Discrete devices (diodes, bipolar transistors, and field-effect transistors) are covered briefly. In digital circuits, some time is spent on combinatorial logic devices. This experience is then applied to problems in programming and interfacing a simple microcomputer.

400 Informal Advanced Laboratory Fall or spring; may also be offered during summer session. Variable credit. Prerequisite: two years of physics and permission of instructor.

Lab, see Physics 410.
Experiments of widely varying difficulty in one or more areas, as listed under Physics 410, may be done to fill the student's special requirements.

410 Advanced Experimental Physics Fall or spring. 4 credits. Limited to seniors except by special permission. Prerequisites: Physics 214 (or 310 or 360) plus 318 and 325, or permission of instructor.

Lec, M 2:30–4:25; labs, T W 1:25–4:25. Fall, R. Siemann and staff; spring, S. Gregory and staff.
Selected topics in experimental concepts and techniques. About seventy different experiments are available in mechanics, acoustics, optics, spectroscopy, electrical circuits, electron and ion physics, heat, X rays and crystal structure, solid-state physics, cosmic rays, and nuclear physics. The student performs three to six diverse experiments, depending on difficulty, selected to meet individual needs and interests. Independent work is stressed.

431–432 Introductory Theoretical Physics I and II

431, fall; 432, spring. 4 credits each term.
Prerequisites: 431: Physics 207–208 or equivalent and Mathematics 294 or equivalent; 432: Physics 431 or equivalent. Primarily for physics majors with concentrations outside physics, and for graduate students in a science other than physics (such as chemistry, engineering, biology, geology). Physics 318 and 325 cover similar material at a higher analytical level, and are intended for physics majors concentrating in physics.

Lecs, M W F 11:15 and F 1:25.
431: Mechanics. Includes Newtonian mechanics, Lagrange's and Hamilton's equations, central forces, rigid-body motion, and small oscillations. At the level of *Classical Dynamics* by Marion. 432: Electricity and magnetism. Includes electrostatics, magnetostatics, boundary value problems, dielectric and magnetic media, circuit theory. Maxwell's equations and electromagnetic waves. At the level of *Electricity and Magnetism*, third ed., by Bleaney and Bleaney.

443 Introductory Quantum Mechanics Fall.

4 credits. Prerequisites: Physics 318 and 325, or 431–432; Physics 315, and Mathematics 421; or permission of instructor.
Lecs, M W F 9:05, M 3:35. A. Sievers.
Introduction to concepts and techniques of quantum mechanics, at the level of *Introduction to Quantum Mechanics*, by Dicke and Wittke.

444 Nuclear and High-Energy Particle Physics

Spring. 4 credits. Prerequisite: Physics 443 or permission of instructor.
Lecs, M W F 9:05, F 1:25. M. Gilchriese.
Behavior of high-energy particles and radiation; elementary particles; basic properties of nuclei; nuclear reactions; nuclear forces; cosmic rays; general symmetries and conservation laws. At the level of *Subatomic Physics* by Frauenfelder and Henley.

454 Introductory Solid-State Physics Spring.

4 credits. Prerequisite: Physics 443 or Chemistry 793, or permission of instructor.
Lecs, T R S 10:10, R 3:35.
An introduction to modern solid-state physics, including lattice structure, lattice vibrations, thermal properties, electron theory of metals and semiconductors, magnetic properties, and superconductivity. At the level of *Introduction to Solid State Physics*, fifth edition, by C. Kittel.

[464 Physics of Macromolecules Spring. Not offered 1981–82.]

481–489 Special Topics Seminar Spring.

2 credits. Limited to senior physics majors and those who receive permission of instructor. S-U grades only.

Hours to be arranged.
One selected topic of current interest is studied. Students participate in organization and presentation of material.

490 Independent Study in Physics Fall or spring. 1–3 credits. Ordinarily limited to seniors. Prerequisite: permission of professor who will direct proposed work.
Individual project work (reading or laboratory) in any branch of physics.

500 Informal Graduate Laboratory Fall or spring. Variable credit.

[506 Design of Electronic Circuitry Spring. Not offered 1981–82.]

510 Advanced Experimental Physics Fall or spring. 3 credits.

Labs, T W 1:25–4:25. Fall, R. Siemann and staff; spring, S. Gregory and staff.
About seventy different experiments are available in mechanics, acoustics, optics, spectroscopy, electrical circuits, electronics and ionics, heat, x rays, crystal structure, solid-state, cosmic rays, nuclear physics. Students perform four to eight experiments selected to meet individual needs. Independent work is stressed.

520 Projects in Experimental Physics Fall or spring. 1–3 credits. To be supervised by faculty member.

Projects of modern topical interest that involve some independent development work by student. Opportunity for more initiative in experimental work than is possible in Physics 510.

551 Classical Mechanics Fall. 3 credits.

Lecs, T R S 10:10. J. Krumhansl.
Lagrangian and Hamiltonian formulation of classical mechanics and modern applications in nonlinear dynamics. The foundations will be taught at the level of the Landau and Lifshitz's tract on mechanics, together with selected portions from V.I. Arnold, *Mathematical Methods of Classical Mechanics*. Approximately the latter third of the course will be directed at questions of stability and stochasticity in nonlinear systems and nonlinear waves such as solitons.

[553–554 General Relativity (also Astronomy 509–510) 553, fall; 554, spring. 4 credits. Not offered 1981–82.]

561 Classical Electrodynamics Fall. 3 credits.

Lecs, M W F 9:05. D. Yennie.
Maxwell's equations, electromagnetic potentials, electrodynamics of continuous media (selected topics), special relativity, radiation theory. At the level of *Classical Electrodynamics* by Jackson.

562 Statistical Mechanics (also Chemistry 796)

Spring. 4 credits. Primarily for graduate students. Prerequisite: Chemistry 793 or equivalent.
Lecs, T R 8:30–9:55. M. E. Fisher.
Thermodynamic assemblies; Legendre transformation. Ergodic and information theory ideas. Ensembles and partition functions; equivalences and fluctuations; indistinguishability. Thermodynamic properties of ideal gases and crystals; Third Law; chemical equilibria. Imperfect gases; correlation functions and their applications. Ideal quantum gases; Bose-Einstein condensation. Ideal paramagnets. Ising-models and lattice gases. At the level of *Kubo's Statistical Mechanics*.

572 Quantum Mechanics I Fall or spring.

4 credits.
Lecs, M W F 11:15. Fall, D. Mermin; spring, T. Yan.
The formulation of quantum mechanics in terms of states and operators. Symmetries and the theory of angular momentum. Stationary and time-dependent perturbation theory. Fermi's golden rule, and

variational methods. The elements of scattering theory. At a level between *Quantum Mechanics* by Merzbacher and *Quantum Mechanics* by Landau and Lifshitz. Familiarity with elementary aspects of the Schrodinger equation is assumed, including its application to simple systems such as the hydrogen atom.

574 Quantum Mechanics II Spring. 4 credits. Required of all Ph.D. majors in theoretical physics. Lecs, M W F 11:15. V. Ambegaokar. Discussion of various applications of quantum mechanics, such as collision theory, theory of spectra of atoms and molecules, theory of solids, emission of radiation, relativistic quantum mechanics. At the level of *Intermediate Quantum Mechanics* by Bethe and Jackiw.

[612 Experimental Atomic and Solid-State Physics] Fall. 3 credits. Not offered 1981–82.]

614 Experimental High-Energy Physics Spring. 3 credits. Lec, M W F 1:25. R. Siemann. Design principles of high-energy apparatus including beam transport and detection systems, with examples of their applications. Practice in use of relativistic kinematics. Statistical analysis in design and interpretation of experiments.

635 Solid-State Physics I Fall. 3 credits. First semester of a two-semester sequence of solid-state physics for graduate students who have had the equivalent of Physics 572 and 562 and some prior exposure to solid-state physics, such as Physics 454. Lecs, T R S 11:15. N. Ashcroft. Electronic and phonon properties of metals and insulators, including transport processes. Discussions at the level of *Solid State Physics* by N. W. Ashcroft and N. D. Mermin.

636 Solid-State Physics II Spring. 3 credits. Lecs, T R 2:30–4. J. Wilkins. Concepts developed in Physics 635 are extended and applied in a survey of the following: band theory and Fermi surface in metals, localized states, magnetism, neutron and light scattering, phenomenological superconductivity, and other topics of current interest in condensed-matter physics.

645 High-Energy Particle Physics Fall. 3 credits. Lecs, M W F 11:15. K. Gottfried. Introduction to the physics of nucleons and mesons. Strong, electromagnetic, and weak interactions. Relevance of symmetry laws to particle physics. Introduction to the quark model. Unification of weak and electromagnetic interactions. At the level of *Introduction to High Energy Physics* by Perkins.

646 High-Energy Particle Physics Spring. 3 credits. Lecs, T R 11:15–12:45; T 2:30. B. Gittelman. Topics of current interest, including hadron electroproduction, electron positron annihilation, and high-energy neutrino reaction, are surveyed. Lectures and reading material are at the level of *High Energy Hadron Physics* by Perl. Students share in leading the discussions.

Only S-U grades will be given in courses numbered 650 or above.

651 Advanced Quantum Mechanics Fall. 3 credits. Lecs, T R 11:15–12:45; T 2:30. M. Peskin. Relativistic quantum mechanics with emphasis on perturbation techniques. Extensive applications to quantum electrodynamics. Introduction to renormalization theory. At the level of *Relativistic Quantum Mechanics* by Bjorken and Drell.

652 Quantum Field Theory Spring. 3 credits. Lecs, M W F 10:10. Canonical field theory, model field theories. Green's

functions, renormalization. Introduction to analytic properties of scattering amplitudes and dispersion relations. Applications to strong interactions. At the level of *Relativistic Quantum Fields* by Bjorken and Drell.

653 Statistical Physics Fall. 3 credits. Normally taken by students in their second or later years. Prerequisites: competence in the basic principles of quantum mechanics, statistical mechanics, and thermodynamics. Lecs, M W F 9:05. M. Fisher. Survey of topics in modern statistical physics including the theory of simple classical and quantum fluids; the theory of ordered systems such as superfluids and superconductors; kinetic theory and the Boltzmann equation; phenomenological Fermi liquid theory and hydrodynamics; theories of inhomogeneous systems. The contents of the course vary with the current interests of the instructor. There is rarely any set text, though *Statistical Physics* by Landau and Lifshitz gives an idea of the level.

654 Theory of Many-Particle Systems Spring. 3 credits. Prerequisites: Physics 562, 574, 635, 636, and 653. Lecs, T R 10:10–11:35. Equilibrium and transport properties of microscopic systems of many particles studied at zero and finite temperatures. Thermodynamic Green's function techniques introduced and applied to such topics as normal and superconducting Fermi systems, superfluidity, magnetism, insulating crystals.

661 High-Energy Phenomena Fall. 3 credits. Lecs, M R F 3:35. P. Lepage. Topics vary at the discretion of the instructor.

[665 Topics in Theoretical Astrophysics (also Astronomy 555)] Not offered 1981–82.]

667 Theory of Stellar Structure and Evolution (also Astronomy 560) Fall. 4 credits. Usually offered during the fall term of odd calendar years. Lec, M W F 2:30. E. Salpeter. Summary of observational facts on stars; dimensional analysis; nuclear reactions and energy, transport in stellar interiors; models for static and evolving stars. At the level of *Principles of Stellar Energy and Nucleosynthesis* by Clayton.

681–689 Special Topics Offerings are announced each term. Typical topics are: group theory, analyticity in particle physics, weak interactions, superfluids, stellar evolution, plasma physics, cosmic rays, general relativity, low-temperature physics, x-ray spectroscopy or diffraction, magnetic resonance, phase transitions and the renormalization group.

690 Independent Study in Physics Fall or spring. Variable credit. Special graduate study in some branch of physics, either theoretical or experimental, under the direction of any professional member of the staff.

Psychology

R. Darlington, director of undergraduate studies, 232 Uris Hall, 256–6353. D. Bem, S. Bem, A. W. Boykin, U. Bronfenbrenner, W. Collins, J. P. Cunningham, J. Cutting, H. M. Feinstein, B. L. Finlay, E. J. Gibson, T. Gilovich, B. P. Halpern, R. E. Johnston, F. Keil, C. Krumhansl, W. W. Lambert, H. Levin, D. Levitsky, J. B. Maas, R. D. Mack, L. Meltzer, U. Neisser, D. T. Regan, E. Adkins Regan, T. A. Ryan, K. E. Weick

The major areas of psychology represented in the department are human experimental psychology, biopsychology, and personality and social psychology. These areas are very broadly defined and the courses are quite diverse. Biopsychology includes such things as animal learning, neuropsychology, interactions between hormones,

other biochemical processes, and behavior. Human experimental psychology includes such courses as cognition, perception, memory, and psycholinguistics. Personality and social psychology is represented by courses and fieldwork in psychopathology as well as courses in social psychology and personality (such as theories of personality, beliefs and attitudes, and sex roles). In addition to the three major areas mentioned above the department also emphasizes the statistical and logical analysis of psychological data and problems.

Faculty interests and courses frequently bridge fields. For example, the course in human ethology combines the interests and methods of social psychology and animal ethology. Courses on thought and intelligence consider the concepts underlying the measurement of intelligence and their relationship to problem solving. A course on the nature and influence of psychotherapy provides exposure to various psychotherapeutic approaches.

The Major

Prerequisites for admission to the major are:

- 1) any three courses in psychology (students often begin with Psychology 101);
- 2) no grade below C+ in any psychology course; and
- 3) acceptance by the Majors and Advising Committee of the Department of Psychology.

Application forms may be obtained at the department office and should be filed two weeks before the advance course enrollment period.

Requirements for the major are:

- 1) a total of 40 credits in psychology (including prerequisites) from which students majoring in psychology are expected to choose, in consultation with their advisers, a range of courses that covers the basic processes in psychology (laboratory or field experience or both are recommended); and
- 2) demonstration of proficiency in statistics before the beginning of the senior year. (See section below on statistics requirement.)

Normally it is expected that all undergraduate psychology majors will take at least one course in each of the following three areas of psychology.

- 1) Human experimental psychology,
- 2) Biopsychology,
- 3) Social, personality, and abnormal psychology.

The following classification of Department of Psychology offerings is intended to help students and their advisers choose courses that will ensure that such breadth is achieved.

- 1) **Human experimental psychology:** Psychology 190, 205, 207, 209, 214, 215, 305, 307, 308, 309, 313, 316, 345, 407, 416, 436, 445, or 464.
- 2) **Biopsychology:** Psychology 123, 303, 322, 324, 326, 361, 396, 422, 425, 491. *Note:* Courses in the biopsychology area other than 123 and 303 all have 123 or introductory biology or both among their prerequisites.
- 3) **Social, personality, and abnormal psychology:** Psychology 128, 206, 275, 277, 280, 281, 284, 289, 325, 327, 328, 347, 381, 383, 384, 385, 402, 426, 467, 468, 469, 480, 481, 482, 483, 484, 486, 488 or 489.

The major adviser determines to which group, if any, the following courses may be applied.

- 4) **Other courses:** Psychology 101, 201, 350, 386, 410, 437, 440, 443, 451, 465, 470, 471, 472, 473, 475, 476, 477, 478, 479, 490, 494, 498, 499.

With the permission of the adviser, courses in other departments may be accepted toward the major requirements.

Fieldwork, independent study, and teaching. The department requires students to observe the following limits on fieldwork, independent study, and teaching.

- 1) Undergraduates may not serve as teaching assistants for psychology courses if they are serving as teaching assistants for any other course during the same semester.
- 2) An undergraduate psychology major cannot apply more than 12 of the credits earned in independent study (including honors work), and fieldwork toward the 40 credits required by the major.

Statistics requirement. Proficiency in statistics can be demonstrated in any one of the several ways listed below:

- 1) Passing Psychology 350 or Psychology 471.
- 2) Passing an approved course or course sequence in statistics in some other department at Cornell. The approved list of courses and sequences may change. It has usually included Education 452–453, ILR 210–311, and Sociology 325. An up-to-date list is posted outside of 232 Uris Hall. Requests that a particular course be added to this list may be made to Professor Darlington.
- 3) Passing a course or course sequence in statistics at some other college, university, or college-level summer school. The course or sequence must be equivalent to at least 6 semester credits. The description of the course from the college catalog and the title and author of the textbook used must be submitted to Professor Darlington for approval.
- 4) Passing an exemption examination. This examination can be given at virtually any time during the academic year, if the student gives notice at least one week before. Most students selecting this option have not found it too difficult. Students who have completed a theoretical statistics course in a department of mathematics or engineering, and who wish to demonstrate competence in applied statistics usually find this option the easiest. Students planning this option should discuss it in advance with Professor Darlington. A handout describing the exam is available from his secretary.

The concentration in biopsychology. Psychology majors interested in psychology as a biological science can elect to specialize in biopsychology. Students in this concentration must meet all of the general requirements for the major in psychology and must also demonstrate a solid background in introductory biology; the physical sciences, including at least introductory chemistry; and mathematics. Students will design with their advisers an integrated program in biopsychology built around courses on physiological, chemical, anatomical, and ecological determinants of human and nonhuman behavior offered by the Department of Psychology. Additional courses in physiology, anatomy, organic chemistry, biochemistry, neurochemistry, neurobiology, and behavioral biology may be designated as part of the psychology major after consultation between the student and his or her biopsychology adviser.

Concentration in Personality and Social Psychology. This concentration is offered in cooperation with the Department of Sociology. Psychology majors who wish to specialize in social psychology are expected to meet the general requirements set by their department, including statistics. To ensure a solid interdisciplinary grounding, students in the concentration will be permitted to include in the major courses in sociology and related fields. Advisers will assist students in the selection of a coherent set of courses from social organization, cultural anthropology, experimental psychology, social methodology, and several aspects of personality and social psychology. Seniors in the concentration may elect advanced and graduate seminars, with the permission of the instructor.

Honors. The honors program is intended to give students an opportunity to examine selected problems in depth and to carry out independent research under the direction of a faculty member. During the spring term of the junior year, an honors student will enroll in Psychology 494 and will develop

a proposal and begin work on a research project. The student will arrange a meeting with an honors adviser and a faculty sponsor. At the end of the spring term, a report of the semester's work will be submitted for faculty review.

By the fall term of the senior year honors students will have begun work in their final research projects. They will also enroll in a senior honors seminar, Psychology 498, in which research projects will be discussed. Thesis research will continue in the spring with enrollment in Psychology 499, Senior Honors Dissertation. Final honors standing is based on a written thesis and an oral defense of the thesis as well as on general academic performance.

Prospective applicants are advised to file applications early in the fall term of their junior year. Decisions on these applications will be made by the faculty at the end of the fall semester. It is possible for a student who has satisfactorily completed independent study or research to be admitted to the program at the end of the junior year. For consideration by the honors committee of the Department of Psychology, applicants must have a minimum cumulative grade average of at least B+ in all courses in psychology.

Distribution Requirement

The distribution requirement in the social sciences is satisfied by any two courses in psychology with the exception of Psychology 123, 322, 324, 326, 350, 361, 396, 422, 425, 451, 471, 472, 473, 475, 476, 477, 478, 479, 491, and 693.

101 Introduction to Psychology: The Frontiers of Psychological Inquiry Fall. 3 credits. Students may not receive credit for both Psychology 101 and Education 110. Students who would like to take a discussion seminar should also enroll in Psychology 103.

M W F 10:10. J. Maas.

The study of human behavior. Topics include brain functioning and mind control, psychophysiology of sleep and dreaming, psychological testing, perception, learning, motivation, personality, abnormal behavior, psychotherapy, social psychology, and other aspects of applied psychology. Emphasis is on developing skills to critically evaluate claims made about human behavior.

103 Introductory Psychology Seminars Fall. 1 credit. Prerequisites: none but concurrent enrollment in Psychology 101 required. Limited to 400 students.

Hours to be arranged; 32 different time options.

Staff.

A weekly seminar that may be taken in addition to Psychology 101 to provide an in-depth exploration of selected areas in the field of psychology. Involves extensive discussion and a term paper related to the seminar topic. Choice of seminar topics and meeting times will be available at fall registration.

123 Introduction to Psychology: Biopsychology Fall. 3 credits. May not be taken for credit by students who are registered in or have completed one or more courses offered by the Section of Neurobiology and Behavior of the Division of Biological Sciences, or two or more biopsychology courses.

M W F 10:10. E. Adkins Regan and staff.

A survey of behavior emphasizing evolutionary and physiological approaches, designed to introduce students to the interface between biology and psychology. Both human and nonhuman behavior is included, together with theoretical issues pertaining to the application of biological principles to human behavior.

[128 Understanding Personality and Social Behavior Spring. 4 credits. Limited to 450 students. M W F 10:10, sem to be arranged. Staff. Not offered 1981–82.]

190 Thought and Intelligence Spring. 4 credits. Open to juniors and seniors in any field, or to freshmen and sophomores who have had a course in psychology.

M W F 9:05. U. Neisser.

The concepts underlying the measurement of intelligence and the problems involved in interpreting such measurements are considered in the context of psychological studies of problem solving and thinking. Topics include: introspective accounts of thought, experiments on problem solving and concept formation, cross-cultural studies of thinking, the history of the concept of intelligence, reliability and validity of tests, heritability of intelligence, and recent relevant research.

[201 Introduction to Psychology as a Laboratory Science Fall. 3 credits. Prerequisite: one course in psychology (normally Psychology 101, 123, 128, or 190). High school credit in psychology may meet this prerequisite with permission of instructor. Staff. Not offered 1981–82.]

205 Perception Fall. 3 credits. Open to first-year students. Limited to 65 student.

T R 10:10–11:30. J. Cutting.

Basic concepts and phenomena in the psychology of perception, with emphasis on stimulus variables and sensory mechanisms. All sensory modalities are considered; visual and auditory perception are discussed in detail.

206 Psychology in Business and Industry (also Hotel Administration 314) Spring. 3 credits. Limited to 35 psychology students. Prerequisites: Psychology 101, 123, 128, or 190, or permission of instructor. Not recommended for upperclass students in ILR.

T 12:20, R 12:20–2. S. Davis.

The principles of psychology applied to industrial and business systems; personnel selection; placement and training; problems of people at work including evaluation, motivation, efficiency, and fatigue; and the social psychology of the work organization.

207 Motivation Theory: Contemporary Approaches and Applications Spring. 4 credits. Prerequisite: an introductory psychology course; Psychology 201 is recommended but not required.

M W F 11:15. T. Gilovich.

Models and research in human motivation are examined and integrated. Traditional approaches are used as departure points for the study of more current themes, such as intrinsic motivation and achievement motivation. Attention is given to how pertinent various themes are to real-life behavioral settings.

209 Developmental Psychology Spring. 4 credits. Prerequisite: an introductory psychology course.

T R 12:20–1:45; sec to be arranged. F. Keil.

A comprehensive introduction to current thinking and research in developmental psychology. Topics include perceptual and cognitive development in infancy and childhood, attachment, language development, Piagetian theory and research, moral development, cross-cultural perspectives, and socialization.

214 Introduction to Cognitive Psychology Fall. 3 credits. Prerequisite: one course in psychology. T R 12:20–1:35. C. Krumhansl.

An introduction to psychology emphasizing the perceptual and cognitive processes that underlie human behavior. The course is designed to introduce the student to topics such as perception, memory, language, thinking, development, problem solving, and decision making, and to discuss techniques for investigating problems in these areas.

215 Language and Communication Spring. 3 or 4 credits. The 4-credit option involves a term paper or project. Open to first-year students. Limited to 40. M W F 2:30. J. Cutting.

Topics include the nature of language, its origin and acquisition, the relation between language structures and psychological processes; also animal communication, sign language, aphasia, Black English, and reading.

275 Introduction to Personality Psychology Fall. 3 or 4 credits; the additional (or fourth) credit is given for attendance at the optional section meeting and the term paper. Prerequisite: an introductory psychology course.

T R 10:10–11:35; sec to be arranged. D. Bem.
An introduction to research and theory in personality psychology, emphasizing contemporary approaches. Topics include the dynamics, structure, and assessment of personality as well as personality development and change. Biological and sociocultural influences on personality are also considered.

277 Psychology of Sex Roles (also Women's Studies 277 and Sociology 277) Spring. 3 or 4 credits; the additional (or fourth) credit is given for an optional term paper. Prerequisite: an introductory psychology course.

T R 2:30–4. S. Bem.
The course addresses the question of why and how adult women and men come to differ in their overall life styles, work and family roles, personality patterns, cognitive abilities, etc. This broad question is examined from five perspectives: (a) the psychoanalytic perspective, (b) the biological evolutionary perspective, (c) the historical and cultural evolutionary perspective, (d) the child development perspective, and (e) the social-psychological and contemporaneous perspective. Each of these perspectives is also brought to bear on more specialized phenomena relating to the psychology of sex roles, including psychological androgyny, women's conflict over achievement, the male sex role, equalitarian marriage relationships, gender-liberated child-rearing, female sexuality, homosexuality, and transsexualism.

280 Introduction to Social Psychology (also Sociology 280) Spring. 3 or 4 credits; the additional (or fourth) credit is given for attendance at the optional section meeting, and the term paper. Prerequisite: an introductory psychology course.

T R 10:10–11:25. D. Bem.
An introduction to research and theory in social psychology. Topics include human processing of social information; social influence, persuasion, and attitude change; social interaction and group phenomena. The application of social psychological knowledge to current social problems will also be discussed.

284 Social-Psychological Theories and Applications (also Sociology 284) Fall. 3 credits.

T R 9:05; S class is held at the discretion of the instructor. L. Meltzer.
Emphasis is given to those aspects of personality and social psychology which have led to effective practical applications or which provide reasonable insights into the genesis or amelioration of social and personal problems.

[289 Conformity and Deviance (also Sociology 289)] Fall. 4 credits. Prerequisite: one course in psychology or sociology.

T R 3:30. Staff.
What are the ways in which conformity pressures, in all their variations, can lead to deviance? To attempt an answer we will examine some of the conformity bases for run-of-the-mill, normal behavior, and then use the concepts developed to illuminate such behavior as mob violence, suicide, juvenile crime, and craziness.]

[303 Learning] Spring. 3 credits. Prerequisite: Psychology 201 or a 300-level laboratory course in psychology. T R 9:05. Staff. Not offered 1981–82.]

305 Visual Perception Spring. 3 or 4 credits, depending on whether the student elects to do an independent laboratory project. Prerequisite: 205 or permission of instructor.

T R 10:10. C. Krumhansl.
A detailed examination of theories and processes in visual perception. Topics will include the perception of color, space, and motion; perceptual constancies; adaptation; pattern perception; and aspects of perceptual learning and development.

307 Chemosensory Perception Fall. 3 or 4 credits; the optional (or fourth) credit is for an independent laboratory project. Students will read, analyze, and discuss difficult original literature in the areas covered.

T R 9:05. B. P. Halpern.
An examination of basic theory, data, and processes for perception of the chemosensory environment. Topics include psychophysical methods for human and nonhuman studies, stimulus control, chemosensory function and development in neonates, role of chemosensory function in food choices, chemosensory communication, effects of pollution of the chemosensory environment, possible consequences of chemosensory dysfunctions, and use of chemosensory systems as neural model.

[308 Perceptual Learning] Fall. 3 credits. Prerequisite: Psychology 205 or 209 or 305 or permission of instructor. Not offered 1981–82.]

309 Development of Perception and Attention Spring. 3 credits. Prerequisite: Psychology 205, 209, 214, 305, or permission of instructor.

M W F 10:10. Staff.
An ecological view of perceptual development: development of perception of objects, events, the spatial layout, pictures, and symbols. The level of the course is that of E. J. Gibson, *Perceptual Learning and Development*.

313 Perceptual and Cognitive Processes Spring. 3 credits. Prerequisite: Psychology 205 or 214, or permission of instructor.

T R 10:10–11:40. Staff.
Survey of research and theory in the area of perceptual and higher mental processes. Emphasis is on the human as an information processing system. Topics include visual information processing, pattern recognition, cognition, memory, and artificial intelligence.

314 The Social Psychology of Language Spring. 4 credits. Prerequisite: a course in linguistics or psycholinguistics and in social or personality psychology, or permission of instructor.

T R 2:30–4:25. H. Levin.
We are aware that one talks differently to children than to adults, to foreigners than to native speakers, to people we like than those we detest, to people whose intelligence we respect compared to those we think are idiots. Speech varies by social setting, by the relationships between people, and by formality, friendship, affection, and purposes of the communication: deception, persuasion, propaganda, et cetera. What are the rules of social language? How do we acquire the abilities to vary language appropriately and to understand the meanings of such variations? We will attend not only to what is said but to the style of the language: for example, to paralanguage (e.g., intonation, hesitations) and to the structure (grammar and semantics) of speech.

[316 Auditory Perception] Spring. 3 or 4 credits (the 4-credit option involves a laboratory project or paper). Prerequisites: Psychology 205, 209, 214, or 215 (other psychology, linguistics, or biology courses could serve as prerequisite with permission of the instructor).

Lecs. T R 2:30–4:25; lab to be arranged. Staff.
Basic approaches to the perception of auditory information, with special consideration of complex patterns such as speech, music, and environmental sounds.]

322 Hormones and Behavior (also Biological Sciences 322) Spring. 3 or 4 credits (The 4-credit option involves a one-hour section once a week. Students will be expected to participate in discussion and read original papers in the field.) Prerequisites: one year of introductory biology plus a course in psychology or Biological Sciences 321. Limited to juniors and seniors; open to sophomores only by permission. S-U grades optional.

T R 10:10–11:30. E. Adkins, Regan and R. Johnston.
The relationship between endocrine and neuroendocrine systems and the behavior of animals, including humans. Major emphasis is on sexual, parental, and aggressive behavior.

324 Biopsychology Laboratory (also Biological Sciences 324) Spring. 3 credits. Limited to 25 juniors and seniors. Prerequisites: Psychology 201 or Biological Sciences 103–104 or Psychology 123 or Biological Sciences 321, and permission of instructor. S-U grades optional.

T R 1:25–4:25. Staff.
Experiments designed to provide research experience in animal behavior (including learning) and its neural and hormonal mechanisms. A variety of techniques, species, and behavior patterns are included.

325 Introductory Psychopathology Fall. 3 or 4 credits (the 3-credit option entails lectures, readings, and two exams; the 4-credit option requires an additional seminar-recitation meeting and a term paper). Enrollment in Psychology 327 is limited. Prerequisite: a course in introductory psychology. May be taken concurrently with Psychology 327 (for 3 credits in 325 and 2 credits in 327) with permission of instructor.

T R 2:30–4:25. R. Mack.
A survey of the various forms of psychopathology, child and adult, as they relate to the experiences of human growth and development. Presents a description of the major syndromes, investigations, theories of etiology, and approaches to treatment.

326 Biopsychology of Animal Behavior Fall. 4 credits. Prerequisite: Psychology 123 or an introductory biology course. Offered alternate years.

T R 2:30–4:25. R. Johnston.
A broad comparative approach to the behavior in animals, with special emphasis on mammals and the evolution of human behavior. Topic areas will include courtship and mating systems, aggression and territoriality, parental behavior and imprinting, and the evolution of communication and language.

327 Fieldwork in Psychopathology and the Helping Relationship Fall. 2 credits. Prerequisites: Psychology 325 or concurrent registration in 325 and permission of the instructor. Students do not enroll in advance for this course. Field placement assignments are made in Psychology 325 during the first two weeks of the semester. Students who have already taken Psychology 325 must contact the instructor during the first week of the semester. Enrollment is limited by the fieldwork placements available. Fee, \$20.

Hours to be arranged. R. Mack.
An introductory fieldwork course for students currently enrolled in, or who have taken, Psychology 325. In addition to fieldwork, weekly supervisory-seminar meetings are held to discuss fieldwork issues and assigned readings.

328 Continuing Fieldwork in Psychopathology and the Helping Relationship Fall or spring. 2 credits each term. Prerequisites: Psychology 325, 327, and permission of instructor. S-U grades only. May not be taken more than twice. Students do not enroll in advance for this course. Students in Psychology 327 should inform their teaching assistant before the end of the semester of their desire to take Psychology 328. Students not currently in a field placement who want to take Psychology 328 should contact the instructor during the first week of the

semester. Field placement assignments will be made during the first two weeks of the semester. Enrollment is limited by the fieldwork placements available. Fee, \$20.

Fieldwork and supervisory times to be arranged. R. Mack and staff.

Designed to allow students who have begun fieldwork as part of Psychology 327 to continue their field placements, under supervision and for academic credit. A limited number of students may be allowed to begin their fieldwork with Psychology 328 but only with permission of the instructor.

[345 Afro-American Perspectives in Experimental Psychology (also Africana Studies 345)] Spring. 3 or 4 credits. Prerequisite: introductory course in psychology or AS&RC 171. Offered alternate years. Not offered 1981-82.

T R 2:30-4:25, plus one hour to be arranged if taken for 4 credits. A. W. Boykin.
Designed to examine crucial conceptual, empirical, and philosophical issues in experimental psychology that are directly relevant to Afro-Americans. Traditional approaches are probed and evaluated. Alternative thrusts from a black perspective are entertained and critiqued. Finally, the research process is evaluated as a potential tool for analysis and action in black communities.]

350 Statistics and Research Design Fall. 4 credits. Prerequisite: a course in the behavioral sciences.

M W F 10:10. T. Gilovich.
Acquaints the student with the elements of statistical description (measures of average, variation, correlation, et cetera) and, more importantly, develops an understanding of statistical inference. Emphasis is placed on those statistical methods of principal relevance to psychology and related social sciences.

361 Biochemistry and Human Behavior (also Nutritional Sciences 361) Fall. 3 credits. Prerequisites: Biological Sciences 101-102, Chemistry 103-104, Psychology 123, or permission of instructor.

M W F 11:15. D. Levitsky.
The course is intended to survey the scientific literature on the role of the brain and body biochemical changes as determinants of human behavior. The topics covered include action and effects of psychopharmacologic agents, biochemical determinants of mental retardation, biochemical theories of psychosis, effects of nutrition on behavior. A fundamental knowledge of human biology and chemistry is essential.

374 Psychology of Visual Communications Spring. 4 credits. Prerequisites: Psychology 101 and permission of instructor. Limited to 12 students.

T 10:10-12:05; lab to be arranged. J. Maas.
An exploration of theories of perception, attitude, and behavior change as they related to the effectiveness of visually based communication systems. Emphasis is on an empirical examination of the factors that determine the nature and effectiveness of pictorial representations of educational messages in nonprint media.

381 Person Perception and Expression (also Sociology 381) Spring. 4 credits. Prerequisite: one course in social psychology or personality, or one course in psychology and one course in sociology, or permission of instructor.

T R 1-2:15. L. Meltzer.
An intermediate course in social psychology, focusing on people's judgments of one another and on their attempts to manipulate how others judge them. Impressions, attributions, biases, self-concept, self-disclosure, self-presentation, deception, body language, conversational style, and facial expressions are relevant topics.

383 Social Interaction (also Sociology 383) Spring. 4 credits. Prerequisite: a course in social psychology.

T R 2:30-4:25. D. Hayes.
Fine-grain analyses of social behavior, its structure, changes and determinants. Extensive practice in analysis of filmed and taped interactions. Student research is required throughout the course.

384 Cross-cultural Psychology (also Sociology 384) Fall. 4 credits. Prerequisites: a course in psychology and one in either sociology or social or cultural anthropology; or permission of instructor.

M W F 12:20. W. W. Lambert.
A critical survey of approaches, methods, discoveries, and applications in emerging attempts to study human nature, experience, and behavior cross-culturally. Focus on studies of cognition, values, socialization, sociolinguistics, personality, attitudes, stereotyping, ideology, sociocultural development, and mental illness. Problems of how one can learn another culture will also be dealt with.

[385 Theories of Personality (also Sociology 385)] Spring. 4 credits. Prerequisite: Psychology 101, 128, 214, or 275, or permission of instructor. Not offered 1981-82; next offered 1982-83.

M W F 12:20. W. W. Lambert.
An intermediate analysis of comparative features of the historically and currently important theories of personality, with an evaluation of their systematic empirical contribution to modern personality study, to psychology and to other behavioral sciences.]

[386 Human Ethology Spring. 4 credits. Prerequisites: a course in social psychology or animal social behavior or permission of instructor. Offered alternate years. Not offered 1981-82.

T R 2:30-4. R. Johnston.
Biological and other approaches to human social behavior will be examined using naturalistic observation techniques. One emphasis will be on parallels between nonhuman vertebrates and humans. Topics include nonverbal communication, use of space, bonding, and interaction rituals.]

[396 Introduction to Sensory Systems (also Biological Sciences 396)] Spring. 3 credits. Prerequisites: an introductory course in biology or biopsychology, plus a second course in neurobiology and behavior or perception or cognition or biopsychology. Students will be expected to have elementary knowledge of perception, neurophysiology, behavior, and chemistry. S-U grades optional for graduate students only. No auditors. The course will be taught using the Socratic method, in which the instructor asks questions of the students. Not offered 1981-82; next offered spring 1983 and each spring term thereafter.

T R 9:05; one-hour discussion to be arranged. B. Halpern.
Both those characteristics of sensory systems which are common across living organisms and those sensory properties which represent adaptations of animals to particular habitats or environments will be studied. The principles and limitations of major methods used to examine sensory systems will be considered. Behavioral, including psychophysical, biophysical, neurophysiological, and anatomical, methods will usually be included.]

[402 Current Research on Psychopathology Spring. 4 credits. Prerequisite: Psychology 325. Not offered 1981-82.

T R 12:05-2:15; sec to be arranged. Staff.
Current research and theory on the nature and etiology of schizophrenia, the affective disorders, and psychopathy. Approaches from various disciplines are considered. Minimal attention to psychotherapy.]

407 Selected Issues in Human Motivation Fall. 4 credits. Limited to 20 students. Prerequisites: 207 or 10 credits in psychology, and permission of instructor.

T 2-4:25. A. W. Boykin.

An in-depth probe of selected contemporary topics in the field of human motivation, such as motivation and academic achievement, intrinsic motivation, motivation in cognitive development. The course will combine instructor lectures and student presentations.

410 Undergraduate Seminar in Psychology Fall or spring. 2 credits. Written permission of section instructor required for registration. Nonmajors may be admitted but psychology majors are given priority.

Hours to be arranged. Staff.
Information on specific sections for each term, including instructor, prerequisites, and time and place may be obtained from the Department of Psychology Office, 211 Uris Hall.

411 Memory and Human Nature Fall. 4 credits. Limited to 20 students. Prerequisite: several courses in psychology or permission of instructor.

T R 2:30-4. U. Neisser.
Memory and other cognitive activities are considered in their natural and social context. Laboratory studies of memory are reviewed to the extent that they help us to understand ordinary mnemonic activities. Specific topics include memory for remote events and for one's childhood; for controversial and unacceptable material; for stories and conversations; for events; individual, developmental, and cultural differences in memory; effects of schooling and of specific skills.

[416 Psychology of Language Fall. 4 credits. Prerequisite: Psychology 215 or permission of instructor. Not offered 1981-82. Next offered 1982-83.

M W F 9:05. F. Keil.
An advanced treatment of the nature of the human capacity of language. Topics include the nature of linguistic theory, syntax and semantics, aspects of language use (comprehension, memory and knowledge, thought and action, communication), and language acquisition.]

422 Developmental Biopsychology Spring. 4 credits. Prerequisites: a course in introductory biology and a course in biopsychology or neurobiology (such as Psychology 123 or Biological Sciences 321).

M W F 9:05. B. Finlay.
Various aspects of the relation of the development of the nervous system to the unfolding of behavior are discussed. Topics include how growing neurons seek, recognize, and communicate with their targets; normal neuroembryology and the emergence of reflexive and complex behavior; how experience affects the developing brain; evolutionary perspectives on the development of perception, memory and communication systems; and abnormal development.

425 Brain and Behavior Fall. 3 or 4 credits; 4-credit option includes a discussion section and requires an additional paper. Prerequisites: a course in introductory biology and a course in biopsychology or neurobiology (such as Psychology 123 or Biological Sciences 321.)

M W F 9:05. B. Finlay.
The relation between structure and function in the central nervous system is studied. Human neuropsychology and the contribution of work in animal nervous systems to the understanding of the human nervous system will be stressed. Some topics to be discussed include visual and somatosensory perception, the organization of motor activity, emotion and motivation, psychosurgery, and the memory and language.

426 Seminar and Practicum in Psychopathology Spring. 4 credits. Limited to 16 juniors or senior majors in psychology or the equivalent (such as HDFS). Prerequisites: Psychology 325; permission of instructor required in all cases.

T R 2:30-4:25; fieldwork to be arranged. R. Mack.

A seminar and fieldwork course for advanced students who have mastered the fundamental concepts of personality and psychopathology. An opportunity to explore in depth the various forms of psychopathology, etiology, and treatment, to discuss these in seminar, and to work with mental health professionals and those who seek their help.

[436 Language Development (also HDFS 436)]

Spring. 3 or 4 credits. Prerequisites: at least one course in cognitive psychology, cognitive development, or linguistics. Offered in alternate years. Not offered 1981–82.

T R 10:10–12:05. B. Lust.

A survey of basic literature in language development. Major theoretical positions in the field are considered in the light of studies in first-language acquisition of phonology, syntax, and semantics from infancy onward. The fundamental issue of relations between language and cognition will be discussed. The acquisition of communication systems in nonhuman species such as chimps and problems of language pathology will also be addressed, but main emphasis will be on normal language development in the child.]

[437 Human Behavior Genetics]

Fall. 4 credits. Limited to 25 students. Prerequisites: one year of college biology and two courses in psychology. Recommended: course in statistics. Offered alternate years. Not offered 1981–82.

T R 12:50–2:15. Staff.

Research examining genetic influences on personality, cognitive abilities, and mental disorders is considered. Some attention is also paid to biochemical and physiological factors that may be involved in the gene-behavior pathway. The interaction of genetic and environmental influences in human behavior is a continuing theme.]

[440 Sleep and Dreaming]

Spring. 4 credits. Limited to 15 students. Prerequisites: advanced undergraduate or graduate standing and permission of instructor. J. Maas. Not offered 1981–82.]

[443 The Politics of IQ] Fall. 3 credits. Limited to 20 students. Prerequisites: elementary knowledge of theories and measurement of intelligence from prior courses or independent reading and permission of instructor. Not offered 1981–82.

T R 2:30–4. H. Levin.

The research on the ethnic, racial, and sexual bases of intelligence will be taken as the primary example with which to discuss political and social influences on the choice of research topics, the methods of investigation, and the interpretation of results. Some insights about these issues are available from historical changes in the research and by the comparison of research in various countries, particularly the United States and Great Britain. The writings of Jensen, Herrnstein, Schokley, Burt, Eysenck, Kamin, and their critics will be studied. The genetics of intelligence will not be covered.]

[445 Research Contours of Black Psychology]

Spring. 4 credits. Prerequisites: Psychology 345, or twenty credits of behavioral sciences, or graduate standing, and permission of instructor. Offered alternate years.

T R 2:30–4:25. A. W. Boykin.

An in-depth probe of a selected topic in psychology that pertains directly to black Americans with heavy emphasis on the research process. The course will revolve around five major concerns: (1) critically appraising the relevant research and theorizing already in existence, (2) advancing alternative conceptual models whenever necessary, (3) formulating rigorous and heuristic research paradigms, (4) discussing implications and applications for community-level programs and institutions, and (5) developing a practical yet analytical understanding of research design, and methodology, and the dynamics of problem selection and data inference.]

451 Quasi-Experimentation Spring; weeks 1–7 only. 1 credit. Prerequisite: Psychology 350 or equivalent. Course is pending EPC approval. Offered odd-numbered years. First offered spring 1983.

T R 10:10–12:05. R. Darlington.

Methods for approximating the rigor of laboratory experiments in field settings.

[465 Mathematical Psychology] Spring. 4 credits. Prerequisites: one year of college mathematics (finite mathematics or calculus), a course in probability or statistics, and a course in psychology. Not offered 1981–82.

T R 10:10–11:40. J. Cunningham.

Mathematical approaches to psychological theory are discussed. Possible topics include choice and decision, signal detectability, measurement theory, scaling, stochastic models, and computer simulation.]

467 Seminar: The Examined Self—A

Psychohistorical View Spring. 4 credits.

Prerequisites: 9 credits of psychology including Psychology 325 or equivalent, and permission of instructor before course enrollment.

T 12:20–2:15. H. Feinstein.

Based primarily on American autobiographies dating from the seventeenth century to the twentieth century, this seminar will explore the shifting interface between self and historical context. Students should be prepared to write and talk about their own lives as well as the historical figures selected for study.

[468 American Madness] Spring. 4 credits. Limited to 15 students. Prerequisites: Psychology 325 and permission of instructor. Not offered 1981–82.

T 12:20–2:15. H. Feinstein.

The seminar will be devoted to an analysis of insanity as a psychological and historical phenomenon. Selected writings by the mentally ill and their definers will be studied.]

469 Psychotherapy: Its Nature and Influence

Spring. 4 credits. Limited to senior psychology majors. Prerequisites: Psychology 325 or equivalent and permission of instructor before course enrollment.

W 7:30–10:30 p.m. R. Mack.

A seminar on the nature of psychotherapy. Issues related to therapeutic goals, differing views of the nature of man, ethical concerns, and research problems also are considered. Presentations by therapists of differing orientations and experiential and role-play exercises may be an integral part of the seminar experience.

470 Undergraduate Research in Psychology

Fall or spring. 1–4 credits. S-U grades optional. Written permission from the staff member who will supervise the work and assign the grade must be included with the course enrollment material. Students should enroll in the section listed for that staff member. A section list is available from the Department of Psychology.

Hours to be arranged. Staff.

Practice in planning, conducting, and reporting independent laboratory, field, or library research, or a combination of these types of research.

471 Statistical Methods in Psychology I

Fall. 4 credits. Prerequisite: Psychology 201 or equivalent, or permission of instructor.

M W F 11:15. J. Cunningham.

Basic probability, descriptive and inferential statistics. Topics include parametric and nonparametric tests of significance, Bayesian inference, correlation, and simple linear regression. The level of the course is that of W. L. Hays, *Statistics for Psychologists*.

472 Statistical Methods in Psychology II Spring; weeks 1–7 only. 2 credits. Prerequisites: Psychology 471 or 350 or permission of instructor.

M W F 10:10. J. Cunningham.

Analysis of variance, experimental design, and related topics. The level of the course is that of G. Keppel, *Design and Analysis: A Researcher's Handbook*.

473 Statistical Methods in Psychology III Spring; weeks 8–14 only. 2 credits. Prerequisites: Psychology 472 or permission of instructor.

M W F 10:10. R. Darlington.

Multiple regression, at the level of *Multiple Regression in Behavioral Research* by F. Kerlinger and E. Pedhazur.

475 Analysis of Nonexperimental Data Fall; weeks 1–7 only. 2 credits. Prerequisite: Psychology 473 or permission of instructor. Offered odd-numbered years.

T R 10:10–12:05. R. Darlington.

Factor analysis and other multivariate correlational methods.

476 Representation of Structure in Data Spring. 3 credits. Prerequisite: one year of college mathematics (finite mathematics or calculus or both) and a course in the social sciences.

T R 10:10–11:40. J. Cunningham.

Representations of preferences, dominance data, psychological distances, and similarities will be discussed. Topics include unidimensional and multidimensional scaling, unfolding, individual differences scaling, hierarchical clustering, and graph-theoretic analysis.

477 The General Linear Model Fall, weeks 8–14 only. 2 credits. Prerequisite: 473 or equivalent. Course is pending EPC approval. Offered odd-numbered years.

T R 10:10–12:05. R. Darlington.

Applications of multiple regression to problems in analysis of variance, analysis of covariance and nonlinear relationships.

[478 Psychometric Theory] Fall, weeks 1–10 only. 3 credits. Prerequisite: Psychology 473 or permission of instructor. Course is pending EPC approval. Offered even-numbered years. First offered fall 1982.

T R 10:10–12:05. R. Darlington.

Statistical methods relevant to the use, construction, and evaluation of psychological tests.]

[479 Multi-Sample Secondary Analysis] Fall, weeks 11–14 only. 1 credit. Prerequisite: Psychology 350 or equivalent. Course is pending EPC approval. Offered even-numbered years. First offered fall, 1982.

T R 10:10–12:05. R. Darlington.

Statistical methods for analyzing and integrating the results of many independent studies on related topics.]

480 Seminar: Attitude Theory (also Sociology

480) Fall. 4 credits. Prerequisites: some familiarity with the topic of attitudes from prior courses, or permission of instructor.

R 2–4:25. L. Meltzer.

The seminar will cover three approaches: (1) The reasoned action theory of Fishbein and Ajzen. (2) The balance theory of Fritz Heider, and its many derivatives. (3) The functional theories in psychology (Daniel Katz), psychoanalysis (Freud and others), and cultural anthropology (Marvin Harris). The historical roots and current status of each approach will be analyzed. Students will read original source material rather than textbooks.

481 Advanced Social Psychology (also Sociology

481) Fall. 4 credits. Limited to 30 students. Prerequisite: a course in social psychology or permission of instructor.

T R 10:10–11:25. D. Regan.

Selected topics in social psychology are examined in depth, with heavy emphasis on experimental research. Readings are usually original research reports. Topics discussed may include: social comparison theory, social and cognitive dissonance, attribution processes, interpersonal attraction, and research methods in social psychology.

482 Death and Dying Spring. 4 credits. Limited to 40 juniors and seniors. Prerequisites: 6 credits in sociology or psychology.

Sec 1, T 2:30–4:25; sec 2, R 2:30–4:25. W. Collins.

Issues of death and dying in modern American society are explored, from the perspectives of psychology, sociology, and the health-related professions. Possible inadequacies in current practice are examined and alternatives discussed.

[483 Socialization and Maturity (also Sociology 483)] Spring. 4 credits. Limited to upperclass and graduate students or those who receive permission of instructor. Prerequisite: some work in psychology, sociology, and/or anthropology; some background in statistics is assumed. Not offered 1981–82. Next offered 1982–83.

T R 12:20–2:15. W. W. Lambert.
Representative theories of research on socialization at different ages are analyzed, focusing particularly on the underlying processes. The newer topic of personal and sociocultural maturity is also analyzed and its relation to socialization processes is evaluated in terms of recent evidence.]

[484 Individual Differences and Psychological Assessment (also Sociology 484)] Spring. 4 credits. Limited to upperclass students. Prerequisites: an introductory course in psychology and sociology and a course in statistics. Not offered 1981–82.

T R 10:10–12:05. D. Bem, R. Darlington.
An analysis of current methods and models for assessing individual and group differences. Particular emphasis is on the measurement of personality. Quantitative models for predicting behavior from assessment instruments are examined, and current controversial issues in assessment are discussed.]

486 Interpersonal and Social Stress and Coping (also Sociology 486) Spring. 4 credits. Limited to 25 upperclass students. Prerequisites: background in psychology and introductory statistics; or permission of instructor.

M W F 12:20. W. W. Lambert.
A critical review of work in intrapersonal, interpersonal, situational and sociocultural sources of stress, the major psychophysiological concomitants of such stress; resultant coping strategies and aids to coping. Data from laboratory, industry, and other cultures will be analyzed.

488 Research Practicum in Socialization (also Sociology 488) Spring. 4 credits. Prerequisites: two courses in social psychology or human development and one course in statistics, or permission of instructor.

R 2:30–4:25. U. Bronfenbrenner.
Supervised participation in field and experimental studies bearing on the impact of family support systems on socialization practices and outcomes. The work concentrates on the American phase of a project being conducted cooperatively in five industrialized societies.

[489 Seminar: Selected Topics in Social Psychology and Personality (also Sociology 489)] Fall. 4 credits. Limited to seniors. Prerequisites: one course in psychology and one course in sociology or permission of instructor. Not offered 1981–82.

T 2:30–4:25. Staff.
The specific topics of discussion vary, but the general emphasis is on a critical examination of the study of individuals in social contexts.]

490 History and Systems of Psychology Fall. 4 credits. Intended for sophomores, graduate students, majors, and nonmajors. Prerequisites: at least three courses in behavioral science, or permission of the instructor.

M W F 12:20. M. Henle.
The course aims to acquaint students with the recent history of psychology and to help them identify important systematic trends and underlying assumptions in contemporary writings. After a discussion of relevant nineteenth-century developments, a number of the major historical systems of psychology will be surveyed: the introspectionist, functionalist, behaviorist, and

Gestalt psychologists. Emphasis will be on the analysis of the ideas that have shaped modern psychology; contemporary issues will be introduced as time permits.

491 Principles of Neurobiology, Laboratory (also Biological Sciences 491) Fall. 4 credits. Limited to 24 students. Prerequisite: Biological Sciences or Psychology 396, or Biological Sciences 496, or written permission of instructors.

M W or T R 12:20–4:25; plus additional hours to be arranged. B. Land and staff.
Laboratory practice with neurobiological preparations and experiments, designed to teach the techniques, experimental designs, and research strategies used to study biophysical and biochemical properties of excitable membranes, sensory receptors, and the central nervous system transformations of afferent activity as well as the characteristic composition and metabolism of neural tissue. Theoretical content at the level of Aidley's *The Physiology of Excitable Cells*.

494 Junior Honors Spring. 4 credits. Prerequisite: admission to the department honors program. Staff.

498 Senior Honors Dissertation Fall. 4 credits. Prerequisite: admission to the departmental honors program. Staff.

499 Senior Honors Dissertation Spring. 4 credits. Prerequisite: admission to the departmental honors program. Staff.

Advanced Courses and Seminars

Advanced seminars are primarily for graduate students, but with the permission of the instructor, they may be taken by qualified undergraduates. The selection of seminars to be offered each term is determined by the needs of the students.

A supplement describing these advanced seminars is available at the beginning of each semester and can be obtained from the department office. Except where indicated, the following courses may be offered either term, and carry 4 credits unless otherwise indicated.

502 Practicum in Article Writing (May not be taken by undergraduates for credit.)

510–511 Perception

512–514 Visual Perception

513 Learning

515 Motivation

517 Language and Thinking

518 Psycholinguistics

519–520 Cognition

521 Psychobiology

522 Topics in Perception and Cognition

523 Physiological Psychology

525 Mathematical Psychology

531 History of Psychology

535 Animal Behavior

541 Statistical Methods

543 Psychological Tests

544 Topics in Psychopathology and Personality

545 Methods in Social Psychology

547 Methods of Child Study

561 Human Development and Behavior

580 Experimental Social Psychology (also Sociology 580)

582 Sociocultural Stress, Personality, and Somatic Pathology (also Sociology 582)

583–584 Proseminar in Social Psychology (also Sociology 583–584)

585 Social Structure and Personality (also Sociology 585)

586 Interpersonal Interaction (also Sociology 586)

587 Personality (also Sociology 587)

588 Social Change, Personality, and Modernization (also Sociology 588)

591 Educational Psychology

595 Teaching of Psychology

[596 Improvement of College Teaching. Not offered 1981–82.]

[599 How to Generate Stimuli and Control Experiments with a Small Computer] Fall. Prerequisite for undergraduates: written permission of instructor before course enrollment. Not offered 1981–82.

M 1:25–3:35.
Individuals who expect to use the EPIC computer facility, or other small computer facilities, should register for this course.]

600 General Research Seminar 0 credits.

613 Seminar on Obesity and Weight Regulation (also Nutritional Science 613) 3 credits. Offered alternate years. First offered spring 1982.
T R 10:10–12:05. D. Levitsky.

682 Social Psychology (also Sociology 682)

683 Seminar in Interaction (also Sociology 683)

684 Seminar: Self and Identity (also Sociology 684)

685 Sex Differences and Sex Roles (also Sociology and Women's Studies 685) Fall. Hours to be arranged. S. Bem.

690 Nutrition and Behavior (also Nutritional Sciences 690) Spring. 3 credits. Offered alternate years. Next offered spring 1983.
T R 10:10–11. D. Levitsky.

700 Research in Biopsychology

710 Research in Human Experimental Psychology

720 Research in Social Psychology and Personality

730 Research in Clinical Neuropsychology Limited to Clinical Neuropsychology Program trainees.

800 Master's Thesis Research in Biopsychology

810 Master's Thesis Research in Human Experimental Psychology

820 Master's Thesis Research in Social Psychology and Personality

900 Doctoral Thesis Research in Biopsychology**910 Doctoral Research in Human Experimental Psychology****920 Doctoral Thesis Research in Social Psychology and Personality****930 Doctoral Research in Clinical Neuropsychology** Limited to Clinical Neuropsychology Program trainees.**Summer Session Courses**

The following courses are also frequently offered in the summer session though not necessarily by the same instructor as during the academic year. Not all of these courses will be offered in a particular summer.

Information regarding these courses and additional summer session offerings in psychology is available from the department before the end of the fall semester.

101 Introduction to Psychology: The Frontiers of Psychology Inquiry**124 Introduction to Psychology: The Cognitive Approach****128 Introduction to Psychology: Personality and Social Behavior****209 Developmental Psychology****215 Introduction to Linguistics and Psychology****281 Interpersonal Relations and Small Groups (also Sociology 281)****286 Nonverbal Behavior and Communication (also Sociology 286)****325 Introductory Psychopathology****381 Social Psychology****385 Theories of Personality****469 Psychotherapy: Its Nature and Influence****543 Psychological Testing****Romance Studies**

The Department of Romance Studies (J. Béreaud, chairman) offers courses in French literature, Italian literature, and Spanish literature. In addition, the department's program includes courses in French and Spanish languages and courses in French, Italian, and Hispanic culture. Through its course offerings and opportunities for independent study, the department seeks to encourage study of the interactions of the Romance literatures among themselves, with other literatures, and with other fields of inquiry.

See Modern Languages, Literatures, and Linguistics, p. 140.

Russian Literature

The Department of Russian Literature (G. Gibian, chairman) offers a variety of courses. In some courses the reading is done in translation and in others it is in the original Russian. In studying Russia, the connection between history, society, and literature is particularly close and for that reason instruction and discussion in class often include a variety of topics, such as culture and intellectual history, instead of being limited strictly to literature. Several

courses are interdisciplinary in character. Students interested in majoring in Russian are very strongly urged to take Russian 101 and 102 as soon as they can, preferably in the first year, at least in the second year. They then proceed with the language by taking 203 and 204, offered by the Department of Modern Languages and Linguistics and Russian 201–202, offered by the Department of Russian Literature. After 202, there is a further sequence of Russian literature courses in Russian.

See Modern Languages, Literatures, and Linguistics, p. 140.

Sociology

D. P. Hayes, chairman; R. K. Goldsen, director of undergraduate studies, 330 Uris Hall, 256–4266. H. Aldrich, P. D. Allison, R. Avery, S. Bacharach, B. Bowser, S. Caldwell, B. Edmonston, G. Elder, J. Jacobs, J. A. Kahl, W. W. Lambert, R. McGinnis, L. Meltzer, B. C. Rosen, R. Stern, J. M. Stycos, H. Trice, R. M. Williams, Jr.

Sociology deals with matters of social class, status, and power within groups, communities, societies, and across nations. Its specialties include analyses of social conflict and accommodation, the structure of and changes in population, organizations, and institutions, including the family, law, religion, and science. All public policy, local or national, is affected by these sociological issues.

Introductory Courses

There is no single introductory course in sociology. Sociology 101 will provide a traditional overview of sociology for those who desire it, but other alternative approaches to the field are offered in the 100 and 200 level courses. Any two courses at these levels will serve as adequate preparation for most advanced courses. The 100 and 200 level courses are open to all students and have no prerequisites unless otherwise specified.

The Major

Sociology provides a broad, liberal-arts perspective on society. It serves as the basis for a career in public policy or research, or as preprofessional training for graduate study in sociology itself or in such fields as law, business, public administration, planning and social welfare. To help the student organize a specific program within this large range, the department offers a series of alternative concentrations (with change from one to another usually permitted), as described below.

The director of undergraduate studies will help the prospective major to choose among the concentrations and will designate a faculty adviser for each student who is accepted into the program. A helpful pamphlet is issued each semester listing all the courses in sociology on campus (including those in other departments), organized by major topics. It is available in the department office, 318 Uris Hall.

Concentration I—Human Society permits a broad study of society on a comparative basis, combining humanistic and scientific approaches. The concentration is not tightly structured and the student will develop a personal plan in consultation with an adviser. *Prerequisites:* Any two courses in sociology at the 100 or 200 level with an average grade of B– or better.

Major program: Thirty-two additional credits in sociology, of which 12 may be in related departments (if acceptable to the adviser) as part of a coherent plan of study. At least 8 credits must be in courses at the 400 level or above.

Concentration II—Research Training is for students who aim for careers in public policy research or teaching. It prepares students for graduate work and provides training leading directly to post-baccalaureate jobs in research organizations.

Prerequisites: Any two courses in sociology at the 100 or 200 level with an average grade of B– or better, and one year of college mathematics, especially calculus and probability statistics (such as Mathematics 107–108 or Mathematics 111–112).

Major program: Students in this concentration must complete at least 44 additional credits of courses in sociology. These must include: (a) three courses in research methods, such as Sociology 321, 325, 424, 425; (b) two courses in sociological theory; (c) one semester of the honors sequence (Sociology 495) or a graduate seminar; and (d) at least two semesters of supervised research experience with faculty members in sociology.

Concentration III—American Institutions and Public Policy

centers on the analysis of key institutions in American society and the trends and conflicts that underlie current public issues. Considerable attention is given to sociological studies by government, academic, and private agencies that influence public policy.

Prerequisites: Any two courses in sociology at the 100 or 200 level with an average grade of B– or better.

Major program: An additional 34 credits, including (a) two courses in related fields chosen from Africana Studies 290, Economics 101, Government 111 or 302, History 312 or 341, or Industrial and Labor Relations 261; and (b) seven courses in sociology, including two courses in research methods such as Sociology 321 and 325, and two advanced courses chosen from Sociology 404, 441, 442, 462, or related graduate courses or seminars.

Concentration IV—Personality and Social Psychology

is offered in cooperation with the Department of Psychology. This concentration approaches personality and social psychology from a sociological perspective. To ensure a solid interdisciplinary grounding, students will be encouraged to develop some competence in psychology, cultural anthropology, and social institutions and processes.

Prerequisites: Two courses in sociology at the 100 or 200 level with an average grade of B– or better, including at least one from among Sociology 280, 281, 285, and 289.

Major program: Thirty-two additional credits, including two courses in sociological methods (Sociology 321 and 325 or equivalents), three courses in personality and social psychology, and two courses in social institutions and processes. Courses in cultural anthropology and experimental psychology may be included within the major if approved by the adviser. At least two courses must be at the 400 level or above.

Concentration V—Population Studies permits the intensive study of human populations from a social science perspective. Students are encouraged to combine population studies with a concentration in a related program such as women's studies, American studies, an area program, or biology and society.

Prerequisites: Sociology 230 plus one other course in sociology with an average grade of B– or better.

Major program: An additional 36 credits in sociology, including (a) Sociology 431 and either 321 or 325; (b) Sociology 378 or 430; (c) two additional courses in population or closely related fields. Of the total requirement for the major, 12 credits may be in related fields if approved by the adviser.

Honors. The honors program is designed to offer the opportunity for original research under direct guidance of a member of the faculty. For admission to the honors program, students should file an application with the department during their junior year or at the beginning of their senior year. Honors candidates must have a cumulative average of at least 2.7 and an average of 3.0 in sociology courses.

The level of honors is determined by the faculty on recommendation from the student's honors committee after presentation of the research report.

101 Introduction to Sociology Fall. 3 credits.

M W 12:20, plus one hour to be arranged.

Staff.

An introduction to basic aspects of social structure including culture, social roles, the nature of groups, and inequalities of wealth, honor, and power. Essential methods of social research are also covered, along with an overview of current research findings about American society.

[103 Myth and Image in Modern Society (also History of Art 105)] Fall. 3 credits. Not offered 1981–82.

T R 9:05, plus one hour to be arranged.

R. Goldsen, P. Kahn.

The course views myth as a universal human language. Its components are widely recognizable images and symbols, arranged in structures that validate the legitimacy of a society's moral order. The course, taught jointly by an artist and a sociologist, invites students to analyze certain mythic forms in American society, from mass-produced myths of the media to modern art.]

107 Introduction to Sociology: Conflict and Cooperation Spring. 3 credits. Limited to freshmen and sophomores.

M W F 10:10. R. M. Williams, Jr.

Are human societies fundamentally cooperative or conflictual? In what ways? Why? And with what consequences? Examination of contemporary sociological analyses and the views of such precursors as Hobbes, Marx, Sumner, and Simmel. Data from recent studies of conflict and conflict reduction are discussed.

120 Society, Industry, and the Individual I (also I&LR 120) Fall. 3 credits.

H. Aldrich.

The relationship between industry and the economy as a whole and its implications for other social institutions in American society (including stratification, politics, and American values) is discussed. The nature of industrial organizations and of complex organizations in general, emphasizing authority relations, goals, the division of labor, and bureaucracy.

[141 Introduction to Sociology: Applications to Policy] Fall. 3 credits. Not offered 1981–82.

M W F 10:10. S. Caldwell.

Concentrates on sociology applied to actual decisions by regulatory commissions, executive agencies, courts, Congress, and other public policymakers. How does sociology become useful? Who makes it useful? What effects do personal values have on its uses? How well does expert knowledge coexist with political process? For fall 1982, the course will cover topics such as welfare reform, teenage pregnancies, Social Security, daycare school effectiveness, a national family policy, and energy.]

172 Introduction to Sociology: Urban Society Fall. 3 credits.

M W F 2:30. B. Bowser.

The sociological analysis of urbanism and urbanization. Alternative explanations of industrial urban development are assessed with a specific focus on historical and contemporary urban community studies that serve as models of social structure and group (class, ethnic, race) divisions. Trends in the United States and in other countries are also examined, using such information as a basis for considering contemporary problems and the urban future.

207 Ideology and Social Concerns Fall. 3 credits; 4-credit option available.

M W F 11:15. R. M. Williams, Jr.

Analysis of social and cultural bases of public policies at national, state, and local levels. Relates

demographic, social, and cultural factors to the changing recognition of problems and to shifting modes of collective action, such as direct mobilization, legislation, administration, and adjudication. Public issues examined include affirmative action, civil rights, environmental regulation, military affairs, social security and income maintenance, health, medicine, bioethics, centralization, and local control. Deals with two basic dilemmas of social choice: the problem of the commons and the problem of collective action.

[222 Studies In Organizational Behavior: Regulating the Corporation (also I&LR 222)] Fall. 3 credits. Not offered 1981–82.

T R 10:10. R. Stern.

Public and private power from an organizational perspective. The resource dependence approach to organization-environment relations provides a framework for interpreting government attempts at the regulation of corporate behavior. Topics cover the structure and functioning of government regulatory agencies and corporate responses to regulation, including strategy, change, and political influence. The role of interest groups such as consumer or citizens' organizations is also considered. Research and case materials focus on the implementation of environmental protection, occupational health and safety equal opportunity, antitrust, and rate-setting regulations.]

230 Population Problems Spring. 3 credits; 4-credit option available.

T R 10:10–11:25, and hour to be arranged.

J. M. Stycos.

The practical and scientific significance of population growth and composition. Fertility, migration, and mortality in relation to social and cultural factors and in relation to questions of population policy. National and international data receive equal emphasis.

238 American Women and the Female Professions, 1815–Present (also Women's Studies 238 and HDFS 258)] Fall. 3 credits.

T R 2:30–4. J. Brumberg.

The historical evolution of the female professions in America, including prostitution, midwifery, nursing, teaching, librarianship, social work, and medicine. Lectures, readings, and discussions are geared to identifying the cultural patterns which fostered the conception of gender-specific work and the particular historical circumstances which created these different work opportunities. The evolution of "professionalism" and the consequences of professionalism for women, family structure, and American society are also discussed.

240 Personality and Social Change Spring. 3 credits. (4-credit option available).

T R 2:30–3:45. B. C. Rosen.

An analysis of social and psychological factors that affect and reflect social change. Topics to be examined will include models of man and society, national character, modern melancholy, feminism, family and sex roles, industrialism, economic development, and psychocultural conflict.

242 Social Welfare in Europe and North America Spring. 3 credits. Prerequisite: at least one course in sociology.

M W F 9:05. S. Caldwell.

This course will examine the nature and origin of the welfare state and some of its problems. Drawing on historical, comparative, and statistical evidence, we ask how particular welfare state programs (such as Social Security, health, housing, income maintenance, et. al) affect individuals, families, communities, and eventually the entire economy and society. How would life be different without welfare state programs? How serious are the problems facing the Western welfare states? What social choices face the welfare states, and what are the most likely directions in the future?

243 Family Fall. 3 credits (4-credit option available).

T R 10:10 and hour to be arranged. B. C. Rosen.

A social and historical analysis of the family both in the West and cross-culturally. Specific areas examined include sex roles, socialization, mate selection, sex and sexual controls, internal familial processes, divorce, disorganization, and social change.

245 Inequality in America Fall. 3 credits (4-credit option available).

M W F 1:25. J. Kahl.

Recent trends in the unequal distribution of income, occupation, and education in the United States; inheritance of riches and of poverty; importance of ethnic membership; sex differences; deliberate attempts by government policy to alter these trends; evaluation of the "war on poverty."

[248 Politics in Society] Spring. 3 credits (4-credit option available). Not offered 1981–82.

T R 2:30–4. Staff.

An examination of the relations between economic, social, and political structures in industrial societies, with particular emphasis on the United States. Topics included are democratic forms of participation in organizations and society at large, social movements, party systems, the structure of power and its legitimation, and voting behavior.]

[252 Public Opinion] Spring. 4 credits. Not offered 1981–82.

T R 9:05 and hour to be arranged. R. Goldsen.

Analysis of television as a social institution—how it defines social roles (e.g., race and sex) and alters the cultural habitat within which public opinion forms. New communications techniques and their social significance are analyzed.]

[255 Sociology of Science and Technology] Fall. 3 credits (4-credit option available). Not offered 1981–82.

T R 2:30 and hour to be arranged. P. Allison.

How the growth of knowledge is facilitated and impeded by the social behavior of scientists, including competition, teamwork, communication, secrecy, conformity, and deviance: causes and consequences of scientific revolutions; factors affecting scientific careers; history of science as a social institution.]

265 Hispanic Americans Spring. 3 credits (4-credit option available).

T R 2:30–4. H. Velez.

Analysis of the present-day Hispanic experience in the United States. An examination of sociohistorical backgrounds as well as the economic, psychological, and political factors that converge to shape and influence a Hispanic group-identity in the United States. Perspectives are developed for understanding the diverse Hispanic migrations, the plight of Hispanics in urban and rural areas, and the unique problems faced by the different Hispanic groups. Groups studied include Dominicans, Chicanos, Cubans, and Puerto Ricans.

277 Psychology of Sex Roles (also Psychology 277 and Women's Studies 277)] Spring. 3 credits (4-credit option available). Prerequisite: an introductory psychology course.

T R 2:30–4. S. Bern.

This course addresses the question of why and how adult women and men come to differ in their overall life styles, work and family roles, personality patterns, cognitive abilities, etc. This broad question is examined from five perspectives: (a) the psychoanalytic perspective, (b) the biological perspective, (c) the historical and cultural evolutionary perspective, (d) the child development perspective, and (e) the social-psychological and contemporaneous perspective. Each of these perspectives is also brought to bear on more specialized phenomena relating to the psychology of sex roles, including psychological androgyny,

women's conflict over achievement, the male sex role, equalitarian marriage relationships, gender-liberated child-rearing, female sexuality, homosexuality, and transsexualism.

280 Introduction to Social Psychology (also Psychology 280) Spring. 3 or 4 credits; the additional (or fourth) credit is given for attendance at the optional section meeting, and the term paper. Prerequisite: an introductory psychology course.

T R 10:10–11:25. D. Bern.

An introduction to research and theory in social psychology. Topics include human processing of social information; social influence, persuasion, and attitude change; social interaction and group phenomena. The application of social psychological knowledge to current social problems will also be discussed.

284 Social-Psychological Theories and Applications (also Psychology 284) Fall. 3 credits.

T R S 9:05 (S class is held at discretion of instructor). L. Meltzer.

Emphasis is given to those aspects of personality and social psychology which have led to effective practical applications or which provide reasonable insights into the genesis and/or amelioration of social and personal problems.

[307 Collective Behavior and Social Movements (also HDFS 307)] Fall. 3 credits (4-credit option available). Not offered 1981–82.

T R 2:30–4. G. Elder.

An inquiry into social behavior that breaks with institutionalized or conventional forms, such as acting crowds, riots, social movements, and revolution. Analysis of antecedent conditions, emergent forms, processes, and consequences. Historical and contemporary studies are covered.]

310 Sociology of War and Peace Spring. 4 credits.

M W F 9:05. R. M. Williams, Jr.

Every human group, community, or society presents many examples of altruism, helping, cooperation, agreement, and social harmony. Each grouping or society also manifests numerous examples of competition, rivalry, opposition, disagreement, conflict, and violence. Both conflict and cooperation are permanent and common aspects of the human condition. Collective conflicts, especially wars and revolutions, are frequent and dramatic events. But "peace" and "war" are equally active social processes, not passive happenings. This course describes various commonly accepted but erroneous notions of the causes and consequences of war and deterrence. It deals with the major theories concerning the sources of war in international and intranational social systems. The last half of the course analyzes the modes, techniques and outcomes of efforts to restrict, regulate, and resolve international conflicts.

321 Field and Laboratory Techniques in Sociology Fall. 4 credits. Prerequisite: a course in sociology.

T R 10:10–11:25; lab, R 2:30–4:30. D. Hayes.

Foundations of sociological analysis: issues arising from using humans as data sources; the quality of our primary data; methods of its collection; research designs in wide use and their limitations; pragmatic considerations in doing research on humans, organizations, communities, and nations.

[324 Organizations and Deviant Behavior (also I&LR 324)] Spring. 3 credits. Limited to 40 students. Prerequisite: one or more courses in both sociology and psychology. Not offered 1981–82.

H. Trice.

Focus is on the relationship between organizations and deviant behavior. Covers (1) the nature and etiology of psychiatric disorders, particularly schizophrenia, the psychoneuroses, and psychosomatic disorders; (2) organizational factors related to these disorders and to the more general

phenomena of role conflict and stress; (3) an examination of alcoholism as a sample pathology, in terms of personality characteristics and precipitating organizational factors; (4) evaluation of organizational responses to deviance; (5) the nature of self-help organizations such as Alcoholics Anonymous; and (6) the structure and functioning of the mental hospital.]

325 Evaluating Statistical Evidence Spring. 4 credits.

M W F 10:10. S. Caldwell.

A first course in the use of statistical evidence in the social sciences. Theory is supplemented with numerous applications. Includes an introduction to multivariate causal analysis.

329 Sociological Analysis of Organizations (also I&LR 329) Fall. 3 credits. Prerequisites: I&LR 120 and 121 or equivalent.

S. Bacharach.

This course attempts to introduce students to the basic issues involved in the sociological analysis of organizations. It traces organizational theory from Max Weber to the most recent research. Among the themes to be discussed are: internal structure of organizations, communication in organizations, decentralization, organizational change, organizational technology, and organizational environment.

[348 Sociology of Law] Fall. 4 credits. Not offered 1981–82.

M W 1:25 and hour to be arranged. J. Jacobs.

The subject matter and course materials vary. In 1979 the course focused on civil rights and civil liberties in the context of institutions of social control. The main theme is that the extension of constitutional rights to such "marginal" citizens as prisoners, mental patients, students, and soldiers has created something of a crisis in the authority for the institutions with which these groups are associated. The basis of institutional authority and order is explored in light of the drive to expand personal rights. Readings consist of a casebook of legal decisions and excerpts from legal and sociological studies.]

[352 Prisons and Other Institutions of Coercion]

Spring. 4 credits. Prerequisite: a course in the social sciences. J. Jacobs. Not offered 1981–82.]

355 Social and Political Studies of Science (also Science, Technology, and Society 355) Spring. 3 credits.

W 2:30–4:30. D. Nelkin.

A view of science, less as an autonomous activity than as a social and political institution. The focus is on its relationship to government, the media, religion, and education. Drawing from recent controversies over science, such questions as ethics and social responsibility in science, struggles to maintain internal control over research and over the teaching of science, and the concept of limits to inquiry are discussed.

[356 Contemporary Sociology for Scientists and Engineers] Spring. 4 credits. Prerequisite: elementary finite mathematics or consent of the instructor. R. McGinnis. Not offered 1981–82.]

357 Medical Sociology Spring. 4 credits.

Prerequisite: a course in the social sciences.

M W F 9:05. B. Edmonston.

Health, illness, death, and the health institutions from a sociological perspective. Factors affecting health care; organization of the medical professions; health and illness behavior; social epidemiology; and key issues in policies affecting the administration and delivery of medical care in the United States.

364 Race and Ethnicity Fall. 3 credits (4-credit option available).

T R 10:10–11:25. C. Hirschman.

An examination of the dynamics of race and ethnic relations in the United States and other societies.

Alternative explanations—melting pot assimilation theories, internal colonialism, and Marxist perspectives—are compared and evaluated. Topics include: an historical comparison of black and white immigrants, the case of Asian-Americans, the causes and consequences of residential segregation, and women as a minority group. Other multiethnic societies, such as South Africa and Malaysia, are also studied.

[365 Criminology] Spring. 4 credits. Not offered 1981–82.

M W 2:30 and one hour to be arranged. J. Jacobs.

This course examines crime as a social phenomenon. It takes both a historical and a cross-cultural approach in order to investigate the processes by which different societies generate different crime problems. Attention is paid to the historical evolution of criminology as a discipline and to the most prevalent theories of criminology and crime causation. Special attention is also placed on such topics as white-collar crime, organized crime, and youth gangs. In light of the analysis of crime as a social phenomenon various strategies of crime control are considered critically.]

[367 After the Revolution: Mexico and Cuba] Fall. 4 credits. Prerequisites: two courses in the social sciences. Not offered 1981–82.

M W F 1:25. J. Kahl.

A comparison of the economic, political, and social development of Mexico and Cuba following their revolutions. Assigned readings will be in English.]

368 Twentieth-Century Brazil (also History 348)

Spring. 4 credits. Prerequisites: two courses in the social sciences.

M W F 1:25. J. Kahl, T. Holloway.

A study of the style of development in economy, polity, and society followed by contemporary Brazil, and an analysis of the contradictions that led to the military coup of 1964 and its aftermath. Some comparisons with other Latin American countries are made. Assigned readings are in English.

378 Economics, Population, and Development (also Economics 378) Fall. 4 credits.

M W F 10:10. R. Avery.

An introduction to population from an economic perspective. Particular attention is paid to economic views of population size, fertility, mortality, and migration, and to the impact of population change on development, modernization, and economic growth.

381 Person Perception and Expression (also Psychology 381)

Spring. 4 credits. Prerequisite: a course in social psychology or personality, or one course in psychology and one course in sociology, or permission of instructor.

T R 1–2:15. L. Meltzer.

An intermediate course in social psychology, focusing on people's judgments of one another and on their attempts to manipulate how others judge them. Impressions, attributions, biases, self-concept, self-disclosure, self-presentation, deception, body language, conversational style, and facial expressions are relevant topics.

383 Social Interaction (also Psychology 383)

Spring. 4 credits. Prerequisite: a course in social psychology.

T R 2:30–4:30. D. Hayes.

Fine-grain analyses of social behavior, its structure, changes, and determinants. Extensive practice in analysis of filmed and taped interactions. Student research is required throughout the course.

384 Cross-Cultural Psychology (also Psychology 384)

Fall. 4 credits. Prerequisites: a course in psychology and one in either sociology or social or cultural anthropology; or permission of instructor.

M W F 12:20. W. W. Lambert.

A critical survey of approaches, methods, discoveries, and applications in emerging attempts to study human nature, experience and behavior

cross-culturally. Focus on studies of cognition, values, socialization, sociolinguistics, personality, attitudes, stereotyping, ideology, sociocultural development, and mental illness. Problems of how one can learn another culture will also be dealt with.

[385 Theories of Personality (also Psychology 385)] Spring. 4 credits. Prerequisite: Psychology 101, 128, or 275 or permission of the instructor. Not offered 1981–82.

M W F 12:20. W. Lambert.

An intermediate analysis of comparative features of the historically and currently important theories of personality, with an evaluation of their systematic empirical contribution to modern personality study, to psychology, and to other behavioral sciences.]

[386 Human Ethology (also Psychology 386)] Spring. 4 credits. Prerequisite: a course in social psychology or animal social behavior or permission of instructor. Offered alternate years. Not offered 1981–82.

T R 2:30–4. R. Johnston.

Biological and other approaches to human social behavior will be examined using naturalistic observation techniques. One emphasis will be on parallels between nonhuman vertebrates and humans. Topics include nonverbal communication, use of space, bonding, and interaction rituals.]

404 Intermediate Sociological Theory (also Rural Sociology 404) Fall. 4 credits.

T 2:30–5. J. Kahl.

An advanced undergraduate seminar for senior majors in sociology and rural sociology. The course will focus on (1) the central concepts of the sociological tradition; (2) major classical theorists (Marx, Weber, Durkheim, de Tocqueville) and contemporary counterparts; (3) application of the classical ideas in contemporary research.

420 Mathematics for Sociologists (also CRP 520) Fall. 1–4 credits.

M W 2:25–4:30; lab, F 2:25–4:30. R. McGinnis. Elementary matrix algebra, probability theory, and calculus.

[422 Sociology of Industrial Conflict (also I&LR 425)] Spring. 4 credits. Not offered 1981–82.

R. Stern.

The focus is on the variety of theoretical and empirical evidence available concerning social, economic, and political causes of industrial conflict. The manifestations of conflict such as strikes, labor turnover, absenteeism, and sabotage, and the influence of the environments in which they occur is emphasized.]

423 Evaluation of Social Action Programs (also I&LR 423) Fall. 3 credits.

Hours to be arranged. H. Trice.

A consideration of the principles and strategies involved in evaluation research; experimental research designs, process evaluation, and adaptations of cost benefits and cost efficiency to determine the extent to which intervention programs in fields such as training and therapy accomplish their goals. The adaptation of these strategies to large social contexts, such as child guidance clinics, mental health clinics, and programs in the poverty areas such as Head Start is considered. Includes fieldwork and emphasizes assessment of program implementation.

424 Multivariate Analysis with Quantitative Data Spring. 4 credits. Prerequisite: a college course in statistics (such as Sociology 325) and matrix algebra.

T R 10:10–11:40. R. McGinnis.

The general linear regression model with interval scaled variables. Detecting violations of assumptions of the model in real data and providing remedies. Both single and multiple equation models (including path analysis).

[425 Categorical Data Analysis] Fall. 4 credits. Prerequisite: Sociology 424 or equivalent. Not offered 1981–82.

T R 10:10–11:45. P. Allison.

Techniques for including categorical (discrete) variables in multivariate models. Log-linear analysis of multidimensional contingency tables; dummy variable regression; logit, probit, and regression models with categorical dependent variables. Emphasis on applications.]

426 Policy Research (also Rural Sociology 426) Spring. 3 credits. Prerequisite: a course in multivariate statistics.

Hours to be arranged. S. Caldwell.

Case studies of recent research sponsored and carried out with the explicit purpose of affecting policy. Since policy research often requires unusually rigorous evidence, we assess the strengths and weaknesses of alternative research designs: experimental versus observational; aggregate versus micro; longitudinal versus cross-sectional; large samples versus case studies. Since policy research often faces strong pressures, we examine the politics of putting research questions on the agenda, preserving the investigator's independence, and interpreting research results. Other topics include: academic and nonacademic settings for policy research; policy research and the disciplines; forecasting; simulations; careers in policy research.

[427 The Professions: Organization and Control (also I&LR 427)] Fall. 4 credits. Not offered 1981–82.

T R 1:25. R. Stern.

The professions (including medicine, law, and several others) are the cases used in this course to examine issues of occupational organization and control. Professional associations attempt to set standards of ethics and practice, regulate educational programs, maintain specific images, and control the supply of entrants to professions. How do such associations function and how successful is their attempt at regulation of professional conduct? How might the potential transformation of some professional associations into union-style organizations be interpreted? These issues are considered in the context of the role of professions in contemporary society.]

429 Theories of Industrial Society (also I&LR 426) Fall. 4 credits. Prerequisites: I&LR 120 or any 100- or 200-level sociology course, and permission of instructor.

Hours to be arranged. S. Bacharach.

Some of the critical issues in social theory to be found in the works of Durkheim, Marx, Pareto, and Weber.

Their views of man's relation to society are compared to the views of such literary figures as Balzac, Beckett, Camus, Flaubert, Goethe, Sartre, Stendhal, and Zola.

430 Social Demography Spring. 4 credits. Prerequisites: junior class standing or permission of instructor.

T R 2:30–3:45. C. Hirschman.

A survey of the methods, theories, and problems of contemporary demography. Special attention is directed to the social determinants and consequences of fertility, mortality, and migration. The populations of both developed and developing areas are examined.

431 Techniques of Demographic Analysis Fall. 4 credits. Prerequisite: Sociology 230 or 330.

M W 2:30, and hour to be arranged. B. Edmonston.

A description of the nature of demographic data and the specific techniques used in their analysis. Mortality, fertility, migration, and population projection are covered, as well as applications of demographic techniques to other types of data.

[434 Human Fertility in Developing Nations] Fall. 4 credits. Offered alternate years. Prerequisite: Sociology 230 or permission of instructor. Not offered 1981–82.

T 2:30–4:25. J. M. Stycos.

A review of the major literature dealing with the social causation of variation in human fertility. Emphasis will be on international comparisons and on the methodology of field research.]

[440 Educational Institutions] Spring. 4 credits. Not offered 1981–82.

T R 10:10–11:35. Staff.

The role of educational institutions in industrialized societies is studied. The primary focus will be on the debate between those who see educational institutions as extending opportunity and assimilating marginal groups and others who see them as arenas of conflict in which privileged groups successfully struggle to maintain their advantages.]

441 Structure and Functioning of American Society Fall. 4 credits. Prerequisite: a course in sociology or permission of instructor.

M W F 9:05. R. M. Williams, Jr.

Analysis of a total societal system. Critical study of the institutions of kinship, stratification, the economy, the polity, education, and religion. Special attention is given to values and their interrelations, and to deviance and evasion. A survey of the groups and associations making up a pluralistic nation is included.

[445 Law and Social Theory] Spring. 4 credits. Prerequisite: Sociology 348 or permission of instructor, or graduate standing. Not offered 1981–82.

T 3:35–5:30. J. Jacobs.

Major intellectual traditions contributing to what is loosely called the sociology of law. Attention is paid to the classical theorists—Weber, Durkheim, and Marx—as well as to contemporary American and European legal and sociological scholars. The underlying theme is the relationship of law to social order.]

[454 Religion and Secularism in Western Society] Spring. 4 credits. Prerequisite: Sociology 101 or permission of instructor. Not offered 1981–82.

M W F 9:05. Staff.

The interrelationship of culture, society, and religion. Religion and social stratification, religion and economic and political institutions, social change and religion. The major emphasis will be on American society and American religious institutions.]

[462 Society and Consciousness] Spring. 4 credits. Limited to 15 students. Prerequisite: permission of instructor. Not offered 1981–82.

Hours to be arranged. R. Goldsen.

An examination of the role of the social system in the formation of human consciousness.]

480 Seminar: Attitude Theory (also Psychology 480) Fall. 4 credits. Prerequisite: some familiarity with the topic of attitudes from prior courses, or permission of instructor.

R 2–4:25. L. Meltzer.

The seminar will cover three approaches: (1) The reasoned action theory of Fishbein and Ajzen. (2) The balance theory of Fritz Heider, and its many derivatives. (3) The functional theories in psychology (Daniel Katz), psychoanalysis (Freud and others), and cultural anthropology (Marvin Harris). The historical roots and current status of each approach will be analyzed. Students will read original source material rather than textbooks.

481 Advanced Social Psychology (also Psychology 481) Fall. 4 credits. Limited to 30 students. Prerequisite: a course in social psychology or permission of instructor.

T R 10:10–11:25. D. Regan.

Selected topics in social psychology are examined in depth, with heavy emphasis on experimental research. Readings are usually original research reports. Topics discussed may include: social comparison theory, social and cognitive determinants of the emotions, cognitive dissonance, attribution processes, interpersonal attraction, and research methods in social psychology.

[483 Socialization and Maturity (also Psychology 483)] Spring. 4 credits. Limited to upperclass and graduate students or those who receive permission of instructor. Prerequisite: some work in psychology, sociology, and/or anthropology; some background in statistics is assumed. Not offered 1981-82.

T R 12:20-2:15. W. Lambert.

Representative theories of research on socialization at different ages are analyzed, focusing particularly on the underlying processes. The newer topic of personal and sociocultural maturity is also analyzed and its relation to socialization processes is evaluated in terms of recent evidence.]

[484 Individual Differences and Psychological Assessment (also Psychology 484)] Spring. 4 credits. Prerequisites: introductory course in psychology or sociology and a course in statistics and junior standing. Not offered 1981-82.

T R 10:10-12:05. D. Bem, R. Darlington.

An analysis of current methods and models for assessing individual and group differences. Particular emphasis is on the measurement of personality. Quantitative models for predicting behavior from assessment instruments are examined, and current controversial issues in assessment are discussed.]

486 Interpersonal and Social Stress and Coping (also Psychology 486) Spring. 4 credits. Limited to 25 upperclass students. Prerequisite: background in psychology and introductory statistics; or permission of instructor.

M W F 12:20. W. Lambert.

A critical review of work in intrapersonal, interpersonal, situational and sociocultural sources of stress, the major psychophysiological concomitants of such stress; resultant coping strategies and aids to coping. Data from the laboratory, industry, and other cultures will be analyzed.

488 Research Practicum in Socialization (also Psychology 488) Spring. 4 credits. Prerequisites: two courses in social psychology or human development and one course in statistics, or permission of instructor.

R 2:30-4:25. U. Bronfenbrenner.

Supervised participation in field and experimental studies bearing on the impact of family support systems on socialization practices and outcomes. The work concentrates on the American phase of a project being conducted cooperatively in five industrialized societies.

491 Selected Topics in Sociology Fall or spring. 2-4 credits. Prerequisite: permission of instructor. Hours to be arranged.

495 Honors Research: Senior Year Fall or spring. 4 credits. Limited to sociology majors. Prerequisite: permission of instructor. Hours to be arranged. D. Hayes and staff.

496 Honors Thesis: Senior Year Fall or spring. 4 credits. Prerequisite: Sociology 495. Hours to be arranged. D. Hayes and staff.

497 Social Relations Seminar (also Anthropology 495) Spring. 4 credits. Limited to seniors majoring in social relations. Staff.

Graduate Seminars

These seminars are primarily for graduate students but may be taken by qualified advanced undergraduates who have permission of the instructor. Which seminars are to be offered any term is determined in part by the interests of the students, but it is unlikely that any seminar will be offered more frequently than every other year. Lists and descriptions of seminars are available from the department well in advance of each semester. The list below indicates seminars that are likely to be offered 1981-82, but others may be added. Students should

check with the department before each term. All seminars are offered for 4 credits unless otherwise specified.

[521 Organizational Behavior II (also I&LR 521)] Spring. 3 credits. Not offered 1981-82. R. Stern.

Formal organizations are studied from the perspectives of classical organization, theory, human relations theory, and comparative and cross-cultural analysis. Contemporary theories and quantitative approaches to organizational structure are also considered in some detail. Intended to be preliminary to more intensive work in organizational behavior.]

[523 Analysis of Data with Measurement Error] Fall. 4 credits. Prerequisite: Sociology 424 or equivalent. Not offered 1981-82.

Hours to be arranged. P. Allison.

Multivariate statistical methods with explicit treatment of measurement error. Classical test theory, path analysis of unmeasured variables, econometric "errors-in-variables" models, confirmatory factor analysis, and Joreskog's general model for estimating linear structural relations (LISREL). Introduction to latent structure analysis. Emphasis on applications.]

531 Population Policy (also Biology and Society 403) Fall. 4 credits. Prerequisite: graduate standing or permission of instructor.

W 3:35-5:30. J. M. Stycos.

The ways in which societies try to affect demographic trends. Special focus is on government policies and programs to influence fertility.

[541 Social Organization and Change] Spring. 4 credits. Prerequisite: graduate standing or permission of instructor. Not offered 1981-82.

M W 1:25-3:20. R. M. Williams, Jr.

Systematic review of theory and research, with emphasis on substantive knowledge and testable hypotheses. Subjects included are social processes, social structures, cultural content, and social and cultural change. Attention is given to the nature and size of the social system (small groups, communities, large organizations, societies) and also to both macro- and micro-social processes and properties (integration, authority, conformity, and deviance).]

585 Social Structure and Personality (also Psychology 585) Fall. 4 credits.

R 2:30-4:25. B. C. Rosen.

An analysis of the ways in which social and psychological factors interact to affect the development of personality, the rates of individual and group behavior, and the functioning of social systems.

621 Growth of the World Capitalist-Industrial System (also I&LR 621) Spring. 4 credits. Enrollment limited. Prerequisite: permission of instructor.

H. Aldrich.

This course examines the origins of the world-scale capitalist system from the sixteenth century through the beginnings of large-scale industrialization in the U.S. in the late nineteenth century. Emphasis is on concepts and methods for world-systems analysis rather than on detailed historical knowledge of a specific era. The relevance of world-systems analysis for current international sociopolitical phenomena, including underdevelopment and the rise of multinational corporations, is discussed. Students play major role in leading class discussions and in choosing topics for discussion.

632 Research Seminar in Population Spring. B. Edmonston.

[645 Social Networks] Spring. 4 credits. Not offered 1981-82.

Hours to be arranged. Staff.

An examination of the patterns of linkage between people, organizations, and institutions as constituting the foundation of social structure. These patterns and

their implications are explored in areas such as the sociology of science and the study of power and influence. Theoretical and methodological issues receive equal attention.]

646 Seminar: Social Stratification Spring. R 2:30-4:30. J. Kahl.

658 History and the Life Course (also HDFS 686) Spring. 3 credits. S-U grades optional. Enrollment limited to 15. Prerequisite: permission of instructor. Human Ecology students must register for HDFS 686. Hours to be arranged. G. Elder.

An introduction to the life course as a theoretical orientation, methodology, and field of study. Special emphasis is devoted to multidisciplinary convergence on life course problems; to theory and research on the interaction of social, psychological, and biological processes from birth to death; and to historical influences.

677 Seminar in Field Research (also I&LR 677) Spring. 3 credits. Enrollment limited. Prerequisite: permission of instructor.

H. Trice.

Recent research efforts are examined and the dynamic nature of the research process is emphasized. The realities of field research are explored, including problems of gaining and sustaining rapport, the initial development of research interviews and observation data, and their conversion to quantitative instruments. Participants to share in the exploration of appropriate theories and concepts and the possibility of actual field participation in an on-going research project is explored.

683 Social Interaction (also Psychology 683) Spring.

Hours to be arranged. D. Hayes, L. Meltzer.

685 Sex Differences and Sex Roles (also Psychology 685 and Women's Studies 685) Fall. 4 credits.

Hours to be arranged. S. Bem.

691-692 Directed Research Fall or spring. Up to 4 credits, to be arranged. Prerequisite: permission of instructor.

695 Thesis Research Fall or spring. Up to 6 credits, to be arranged. Prerequisite: permission of thesis director.

Swahili

See Africana Studies and Research Center, p. 182.

Theatre Arts

Drama, Dance, Film

D. L. Frederickson, acting chairman; R. Archer, V. A. Becker, M. Boyan, S. R. Cole, P. J. Curtis, R. Dressler, M. Dixey, J. Gregg, J. Haarstick, director of undergraduate studies, E. Johnson, M. Lawler, J. Morgenroth, S. Perkins, P. Saul, R. Shank, A. Van Dyke, S. Williams

Through its courses and production laboratory, the department provides students with a wide range of opportunities in drama, dance, and film. It offers a major in theatre arts with a concentration in drama or film, and a major in dance. These majors can serve as either a broad liberal arts approach to the study of people and their culture, or preprofessional training for further study in acting, directing, design, technology, dramatic criticism, theatre history, playwrighting, arts administration, dance, and film. The

department also provides members of the Cornell community with opportunities to participate in productions on an extracurricular basis.

Theatre Arts Major

Prerequisites for admission to the major (to be completed by the end of the sophomore year):

- 1) Theatre Arts 240.
- 2) Either Theatre Arts 250 or 280.
- 3) A grade of C or better in the above courses.
- 4) Consultation with the department's director of undergraduate studies.

Drama Concentration

Requirements:

- 1) Theatre Arts 240, 250, 280.
- 2) A minimum of four laboratory courses chosen from Theatre Arts 151, 155, 251, 351, 451, and 561. At least one term of 151 and 155 must be taken. Majors are required to take at least one laboratory course a year in their junior and senior years.
- 3) Two courses in theatre studies chosen from 325, 326, 327, 333, 334, 335, 336, 424, 434, 436, 442.
- 4) Four courses (at least 12 credit hours) in other departmental courses.
- 5) Two courses in related areas outside the department.
- 6) Courses in which a student receives a grade below C cannot be used to fulfill the major.

Film Concentration

Requirements:

- 1) Theatre Arts 240, 250, 280.
- 2) Theatre Arts 374 with a grade of C+ or better.
- 3) 16 credits in film that should include:
 - a) two courses chosen from Theatre Arts 375, 376, 378, and 379
 - b) Theatre Arts 377
 - c) either Theatre Arts 475 or 477
- 4) 8 credits in other theatre arts courses
- 5) 12 additional credits of related work outside the department.
- 6) An average of C+ or better in all theatre arts courses.

Dance Major

The dance program is located in Helen Newman Hall. To be admitted to the major, students must have completed or shown competence in intermediate modern technique by the beginning of the junior year. Requirements:

- 1) A minimum of one technique class each term chosen from Theatre Arts 304, 306, or 308, one credit each term for four terms.
- 2) Theatre Arts 210, 211, 312, 314, 315, 316.
- 3) Twenty additional credits in related fields chosen in consultation with advisers.

Theatre Colloquium

On announced dates during the year, the entire department—faculty, undergraduates, and graduate students—meets on Fridays, 12–2 p.m. in Lincoln 101. These sessions, which take the form of guest lectures, demonstrations, research presentations, and critiques of major Theatre Cornell productions, are designed to encourage a broad, coherent understanding of the integration of all components of theatre in its various forms.

Departmental Honors Program

Candidates for the degree of Bachelor of Arts with honors in theatre arts must fulfill the requirements of the major and maintain an average of B+ in departmental courses and an average of B in all courses. Any such student may, at the beginning of the second semester of the junior year, form a committee of three faculty members to guide and evaluate the honors work. The work will culminate in an honors thesis or practicum to be presented not later than April 1 of the senior year, and an examination to be held not later than May 1.

Theatre Laboratory

Theatre Cornell, the department's producing organization, annually presents a season of classic and modern dramas, dance concerts, and experimental theatre. This organization functions as the department's principal laboratory for developing actors, directors, dancers, playwrights, designers, technicians, stage managers, and arts administrators. Production experiences are under the direct supervision of the department's staff and are organized into laboratory courses according to the skill and level of involvement. Students may register for the laboratories most appropriate for their participation.

- 1) Design and Technology Laboratories: Students may enroll either term in 151, 152, 251, 351, and 451. These courses progress from elementary crew participation to full design, technical, and stage management assignments. Laboratories should be scheduled along with allied content courses when possible.
- 2) Rehearsal and Performance Laboratory: Students may enroll in 155 after being assigned roles through auditions in theatre or dance productions. All production laboratory courses listed above may be repeated for credit and may be added without penalty at any time during the term with the permission of the instructor. Students may also participate in Theatre Cornell productions on an extracurricular basis.

The Dance Program

Courses in dance technique are offered each semester—modern: four levels, fundamentals through advanced; and ballet: elementary and intermediate. Registration takes place in Teagle Hall. Technique classes are intended to develop strength, flexibility, coordination, and the ability to perceive and reproduce phrases of dance movement with rhythmic accuracy, clarity of body design, and fullness of expression. The more advanced classes require the mental, physical, and emotional flexibility to perform more complex phrases in various styles. T'ai Chi, a Chinese system of movement for health, self-defense, and meditation, and other dance styles and forms such as jazz, Japanese Noh, and Indian dance are offered on a rotating basis. Students may satisfy the physical education requirement by taking any of these courses. Up to four units of academic credit may be earned (one each semester) for enrollment in intermediate or advanced technique only (see Theatre Arts 304, 306, 308). Schedules for technique classes are available in the Dance Office, Helen Newman Hall.

Students may receive credit for performance in student-faculty concerts. Repertory and performance workshops will be offered in which staff will choreograph and conduct rehearsals for performance of original dance works. Admission is with permission of the instructor. Hours will be arranged through the dance office, Helen Newman Hall. One academic credit (S-U grades only) may be earned for this (see Theatre Arts 155, Rehearsal and Performance).

Film Study Abroad

The College of Arts and Sciences, through this department and in consort with fifteen other colleges and universities, offers up to a full year's study at the Centre Universitaire Americain du Cinema a Paris. The center's program is theoretical, critical, and historical. It is most useful to students pursuing an independent major in film studies and serves as an intensive supplement to their Cornell film courses. Fluency in French is required and Theatre Arts 374, 375, and 376 are prerequisites. Inquiries should be addressed to Professor Fredericksen, Cornell's liaison with the center.

Scholarship

The Charles B. Moss Scholarship is administered by the Department. The recipient is chosen from among those majors in the department who demonstrate exceptional ability.

Freshman Seminar Requirement

The Freshman Seminar requirement may be satisfied by Theatre Arts 120, 130, or 140. Interested students should consult the Freshman Seminar booklet for further information.

Freshman Seminars

120 Modern Drama and Modern Production Fall and spring. 3 credits.

T R 12:20–1:35. J. Haarstick.

This course will examine works by major European and American playwrights from 1880 to the present. Stress will be placed upon dramatic and theatrical approaches as related to the intellectual and philosophical concerns of this century. Readings will be taken from the works of Ibsen, Chekhov, Pirandello, Ionesco, Stoppard, Pinter, and modern American dramatists.

130 Tragedy and Comedy Fall and spring. 3 credits.

M W F 12:20. R. Short.

Readings of principal plays in the traditions of theatrical tragedy and comedy. Among the playwrights studied will be Sophocles, Shakespeare, Moliere, O'Neill, et cetera. The objective of the course is two-fold: to develop an appreciation of the plays as poetry and literature, and to work toward a clear understanding of what is involved in the classification of a work as "tragic" or "comic."

140 Script and the Stage Fall and spring. 3 credits.

M W F 9:05. V. Kunimer.

In this course we will examine works of the twentieth-century American theatre from the point of view of the director. We will consider the relationship between dramatic literature and theatrical production and the process by which drama becomes theatre. Our texts will be drawn from such writers as Eugene O'Neill, Tennessee Williams, Elmer Rice, and Sam Shepard.

Acting

280 Introduction to Acting Fall or spring. 3 credits. Each section limited to 16 students.

Prerequisite: registration only through department roster in 104 Lincoln Hall.

Sec 1, M W 2:30–4:25 (primarily for prospective majors and those planning further performance courses); A. Van Dyke. Sec 2, M W 10:10–12:15; M. Hillyer. Sec 3, T R 12:20–2:15; R. Neal. Sec 4, T R 12:20–2:15; J. Smits. Sec 5, T R 12:20–2:15; T. Simmons. Sec 6, T R 12:20–2:15; M. Stockhaus. Sec 7, T R 12:20–2:15; J. Levo.

Introduction to the problems and techniques of acting through history, theory, and practice. Appreciation of the actor's function as a creative artist and social interpreter through selected readings, lectures, and play attendance. Examination of the actor's craft through improvisation and exercises in physical, emotional, and intellectual skills.

281 Acting I—Basic Technique Fall or spring. 3 credits. Each section limited to 14 students.

Prerequisites: Theatre Arts 280; audition and registration only through department roster in 104 Lincoln Hall.

Sec 1, M W 2:30–4:25; S. Cole. Sec 2, T R 2:30–4:25; A. Van Dyke.

Practical exploration of the actor's craft through improvisation, exercises in physical and psychological action; problems in the use of imagination, observation, and research as tools for exploring the script.

380 Acting II—Characterization Fall or spring. 3 credits. Limited to 12 students. Prerequisites: Theatre Arts 281; permission and registration only through department roster in 104 Lincoln Hall. T R 10:10–12:05. Staff.

Scene study and improvisational work designed to develop consistency in the student's use of communicative action and emotional support in creating a role. Emphasis on text analysis, use of imagery in handling dramatic language, and exercises in emotional and sense memory.

381 Acting III—Styles Fall or spring. 3 credits. Sections limited to 10 students. Prerequisites: Theatre Arts 380, permission, and registration only through department roster in 104 Lincoln Hall. T R 2:30–4:25. Staff.

Practice and application of skills and methods to various styles of dramatic literature; practical exploration of historical and social influences as determinants of style.

282 Introduction to Voice and Speech for Performance Fall. 2 credits. Limited to 12 students. Primarily for department majors. Prerequisite: registration only through department roster in 104 Lincoln Hall.

M W 8–9:55. E. Johnson.

Study and practice in the correct physical use of the voice through exercises in relaxation, alignment, breath control, support, and freedom in exploring range and resonance potential.

283 Voice and Speech for Performance Spring. 2 credits. Limited to 12 students. Primarily for department majors. Prerequisites: Theatre Arts 282; registration only through department roster in 104 Lincoln Hall.

M W 8–9:55. E. Johnson.

Development of vocal technique with additional emphasis on articulation and basics of Standard American pronunciation.

575 American Mime Orientation I Fall. 2 credits. Prerequisite: Theatre Arts 280. Students enrolled in American Mime must contact the Department of Theatre Arts about supplies one month before the beginning of classes. Registration only through department roster in 104 Lincoln Hall.

F 2–4:25. P. Curtis and other teachers from the American Mime Theatre.

American Mime is a unique performing art created by a particular balance of playwriting, acting, moving, pantomime, and theatrical equipment. It is a complete theatre medium defined by its own aesthetic laws, terminology, techniques, script material, and teaching methods, in which nonspeaking actors, in characterization, perform the symbolic activities of American Mime plays through movement that is both telling and beautiful.

576 American Mime Orientation II Spring. 2 credits. Prerequisite: Theatre Arts 575 or permission of instructor. Registration only through department roster in 104 Lincoln Hall.

F 2–4:25. P. Curtis and other teachers from the American Mime Theatre.

A continuation of Theatre Arts 575.

701 Stage Movement and Combat Fall and spring. 2 credits; limited to students in M.F.A. professional actor training. May be repeated for credit.

M. Boyan, J. Gregg, P. Saul.

Development of the physical body for expression through various techniques and practice, including effort-shape, improvisation, composition; modern dance and ballet; period dance; stage combat technique in foil, epee, sabre, and dagger, tumbling, aikido and stage fighting; combat choreography.

730 Dramatic Text Analysis Fall or spring. 2 credits; may be repeated for credit. Limited to students in M.F.A. professional actor/director training program. Others by permission of instructor.

M W F 1:15–2:15. P. Vogel.

An examination of selected works of dramatic literature for theatre artists. Intensive study of the play's text for techniques in interpretation, character development, plot articulation, and the aesthetics of prose and poetry for performance.

751 Rehearsal and Performance Fall. 2 credits; may be repeated for credit. Limited to students in M.F.A. professional actor training.

R. Shank.

Study, development, and performance of assigned roles.

752 Rehearsal and Performance Spring. 2 credits. Limited to students in M.F.A. professional actor training. Repeated for credit.

R. Shank.

Study, development, and performance of assigned roles.

780 Acting Technique I Fall and spring. 2 credits; may be repeated for credit. Limited to students in first-year M.F.A. professional actor/director training.

Sec 1, M W 2:30–4:25; Staff. Sec 2, T R 2:30–4:25; S. Cole.

Study and practice of fundamental techniques and methodologies. Exploration and use of the basic dynamics of the actor's organism.

781 Acting Technique II Fall and spring. 2 credits; may be repeated for credit. Prerequisite: Theatre Arts 780. Limited to students in second-year M.F.A. professional actor training.

M T W R 2:30–4:25. Staff.

Development and integration of the personal dynamic into the total acting process.

782 Voice Technique I Fall and spring. 2 credits; may be repeated for credit. Limited to students in the first-year M.F.A. professional actor/director training.

M W F 10:45–12:30, T R 1:15–2:15. E. Johnson.

Emphasis on correct use of the vocal instrument through exercises designed to achieve the freedom, flexibility, control, and power required for the professional actor.

783 Voice Technique II Fall and spring. 2 credits; may be repeated for credit. Prerequisite: Theatre Arts 782. Limited to students in second-year M.F.A. professional actor training.

T R 10:45–12. E. Johnson.

Practice, development, and expansion of work presented in Theatre Arts 782. Use of text to explore vocal action and voice as an integral part of developing characterization.

784 Speech Technique I Fall and spring. 2 credits; may be repeated for credit. Limited to students in first-year M.F.A. professional actor/director training.

T R 10:45–12. A. Van Dyke.

Ear training; sound designation of vowels, consonants, and diphthongs through exercises; sound symbolization through use of the International Phonetic Alphabet (IPA); eradication of regionalisms; development of Standard American speech.

785 Speech Technique II Fall and spring. 2 credits; may be repeated for credit. Prerequisite: Theatre Arts 784. Limited to students in second-year M.F.A. professional actor training.

M W 10:45–12. A. Van Dyke.

Refinement of sound distinction and execution; study of dramatic texts in prose and poetry to develop techniques in scansion, emphasis, rhythm, range, and melody.

698 Directing Technique Fall and spring. 4 credits; may be repeated for credit. Limited to students in the M.F.A. professional acting/directing program; others by permission of the instructor.

R. Shank.

Approaches to directorial controls for text, actors, time, structure, movement, space, and design, towards the development of a production concept

from script to stage to audience. Practicums include work with actors, assistant director assignments, and the directing of complete short works.

798 Form and Style in Directing Fall and spring. 4 credits; may be repeated for credit. Limited to students in the M.F.A. professional acting/directing program; others by permission of the instructor.

R. Shank.

An exploration of major dramatic forms through analytical, interpretative, psychological and technical methods for the director's realization of inherent values towards a coherent production style. Practicums include the direction of full length works each term.

Directing

398 Directing I Fall. 3 credits. Prerequisites: Theatre Arts 250, 280, and permission of instructor. M W 2:30–4:25. R. Shank.

An exploration of the role of the director through study and exercises: the process of conceptualization, use of visual, temporal, and dramatic values for interpretation of the script; directorial text analysis; applied projects.

498 Directing II Spring. 4 credits. Prerequisites: Theatre Arts 398 or permission of instructor. M W F 2:30–4:25. R. Shank.

Use of movement and space; character development techniques; rehearsal process; production procedures; applied project in performance.

499 Projects in Directing Fall or spring. Credit to be arranged. Prerequisite: permission of the instructor.

R. Shank.

The planning and execution of directing projects by advanced students in the public performance facilities of the Department of Theatre Arts.

Rehearsal and Performance Laboratory

155 Rehearsal and Performance Fall and spring. 1–2 credits; 1 credit per production experience per term up to 2 credits per term. S-U grades only. Limited to students who are assigned roles after tryouts at the department's scheduled auditions. Students should add this course only after they have been assigned roles.

M. Hillyer.

The study, development, and performance of roles in departmental theatre and/or dance productions.

Theatre Design and Technology

250 Fundamentals of Theatre Design and Technology Fall or spring. 4 credits. Not offered to first-term freshmen.

Lec-lab, M W F 2:30–4:25. Staff.

An introduction to the design and technical experience in the theatre with particular attention to the unique collaboration of director, designer, and technician. Lectures, discussions, and extensive project work will relate the visual principles of designing scenery, costumes, lighting and sound to the production techniques by which designs are realized on the stage. This course is prerequisite to all higher level courses in design and technology for the theatre.

260 Visual Concepts for the Theatre Fall. 3 credits.

T R 10:10–12:05. V. Becker

A studio examination of the visual expression of ideas and concepts which focuses on developing the creative design process. Begins with the translation of simple thoughts and emotions into the visual language by which a designer can communicate with an audience. Concentrates on practical application of this process to the complex objectives of design and directing in the theatre.

261 Production Concepts for the Theatre Spring. 3 credits.

T R 10:10–12:05. R. Archer.

A studio examination of the physical expression of environment within the theatre which focuses upon the personal understanding and application of spatial and structural concepts. Material, scale, proportion, texture, and other elements are explored as techniques for achieving the design and technical objectives of theatre production.

362 Lighting Design and Technology Spring.

4 credits. For majors and qualified nonmajors in related fields. Prerequisite: Theatre Arts 250 or permission of the instructor.

T R 10:10–12:05. R. Dressler.

An exploration of the role of light as an expressive design medium for the interpretation of plays in the theatre. Will explore the visual nature and dramatic impact of light, the design process and its associated communication techniques, and lighting practices in the professional world.

363 Advanced Lighting Design and Technology

Fall. 4 credits. Prerequisite: Theatre Arts 362 and permission of the instructor. May be repeated for credit.

T R 10:10–12:05. R. Dressler.

An exploration of lighting design and technology on a more advanced level with particular stress upon project work and occasional production assignments.

364 Scene Design and Technology Fall. 4 credits.

For both majors and qualified nonmajors in related fields. Prerequisite: Theatre Arts 250 or permission of the instructor.

M W 12:20–2:15. R. Archer and V. Becker.

A study of the basic problems of design and technology of scenery for the stage. Will explore the design process, use of research and imagery, techniques of design communication, materials and associated tools for the realization of designs on the stage.

365 Advanced Scene Design and Technology

Spring. 4 credits; may be repeated for credit. Prerequisite: Theatre Arts 364 and permission of the instructor.

M W 12:20–2:15. R. Archer and V. Becker.

An exploration of scene design and technology on a more advanced level with particular stress upon project work and occasional production assignments.

366 Costume Design and Technology Fall.

4 credits. For both majors and qualified nonmajors in related fields. Prerequisite: Theatre Arts 250 or permission of the instructor.

T R 10:10–12:05. S. Perkins and staff.

An introduction to costume design and technology which includes: the analysis of the play and its characters, the use of period research as a source of style and construction techniques, and the application of materials, tools, and techniques to the process by which literary characters are given visual dramatic form on the stage.

367 Advanced Costume Design and Technology

Spring. 4 credits. Prerequisite: Theatre Arts 366 and permission of the instructor. May be repeated for credit.

T R 10:10–12:05. S. Perkins and staff.

An exploration of costume design and technology on a more advanced level with particular stress upon project work and occasional production assignment.

550 Theatre Design Studio I Fall and spring. 1–6 credits. Prerequisite: permission of the instructor. May be repeated for credit.

W F 10:10–12:05. V. Becker and staff.

Lecture and studio work in the principles of production design for graduate students and advanced undergraduates with professional-level interest. Focuses upon the development of personal design processes for the profession.

560 Theatre Design Techniques Studio I Fall and spring. 1–4 credits; may be repeated for credit.

Prerequisite: permission of the instructor.

M T W R 12:20–2:15. Staff.

Advanced studio work in the language of design: the representation of environments for the stage in both two- and three-dimensional form. Will include selected topics in drafting, painting, perspective, color theory, et cetera.

562 Lighting Techniques I Fall and spring.

4 credits; may be repeated for credit. Prerequisite: permission of the instructor.

M 9–12; W 9–10. R. Dressler and staff.

Lecture and studio work in the principles of lighting for graduate students and advanced undergraduates with professional-level interest. Focuses upon professional practices and standards.

564 Scenic Techniques I Fall and spring.

4 credits; may be repeated for credit. Prerequisite: permission of the instructor.

M 9–12; W 9–10.

Lecture and studio work in the principles of scenery for graduate students and advanced undergraduates with professional-level interest. Focuses upon development of a personal design process for the profession.

566 Costume Techniques I Fall and spring.

4 credits. Prerequisites: permission of the instructor. May be repeated for credit.

M 9–12; W 9–10. S. Perkins, M. Dixey.

Lecture and studio work in principles of costumes for the stage. For graduate students and advanced undergraduates with professional-level interest. Will focus upon the relationship of design to the skills by which designs are visualized and realized on the stage.

650 Theatre Design Studio II Fall and spring.

1–6 credits; may be repeated for credit. Prerequisite: permission of the instructor.

W F 10:10–12:05. V. Becker and staff.

Theatre Design and Technology Laboratories**151 Production Laboratory I** Fall and spring.

1–2 credits; may be repeated for credit.

Orientation meeting in Willard Straight Theatre at

7:30 p.m. on the second day of classes. Staff.

Instruction and practice on the introductory level to the basic techniques of construction and operation of scenery, costumes, lighting and/or sound. Instruction is supervised by the design-technology faculty and is directed towards the actual production of plays for the Theatre Cornell production season.

251 Production Laboratory II Fall and spring.

1–3 credits. May be repeated for credit. Prerequisite: Theatre Arts 151 or permission of the instructor.

Orientation meeting in Willard Straight Theatre at

7:30 p.m. on the second day of classes. Staff.

Practical production experience which involves specialized instruction and specific responsibilities in positions such as light board operator, wardrobe mistress, set or properties crew head, assistant stage manager, et cetera, as well as preparatory work in specific areas of more advanced construction in scenery, costumes, lighting, sound and/or management. Instruction and practice is supervised by the design-technology faculty and is directed toward the actual production of plays for the Theatre Cornell production season.

351 Production Laboratory III Fall and spring.

1–3 credits. May be repeated for credit. Prerequisite: Theatre Arts 251 or permission of the instructor.

Orientation meeting in Willard Straight Theatre at

7:30 p.m. on the second day of classes. Staff.

Practical production experience which offers an opportunity for advanced positions in design, technology, and/or stage management. These include full responsibility for an aspect of a smaller production, major responsibilities as an assistant on a major production, or significant responsibilities as stage manager, major crew head, or similar position. All work is guided and supervised by appropriate faculty and is an active part of the Theatre Cornell production season.

451 Production Laboratory IV Fall and spring.

1–4 credits. May be repeated for credit. Prerequisite: Theatre Arts 351 or permission of the instructor.

Orientation meeting in Willard Straight Theatre at

7:30 p.m. on the second day of classes. Staff.

Practical production experience requiring full design, technical, or management responsibility of an aspect of a produced play within the Theatre Cornell production season. Student designer, technician, or stage manager will be assigned an appropriate faculty adviser to supervise the process.

551 Production Laboratory V Fall and spring.

1–4 credits; may be repeated for credit. Prerequisite: permission of the instructor.

Hours to be arranged. Staff.

Production design, technical, or management responsibilities for graduate students and advanced undergraduates with professional-level interest. Student will be assigned an appropriate faculty adviser.

Playwriting**348 Playwriting** Fall and spring. 4 credits.

Prerequisite: permission of instructor.

T 2–4:25. P. Vogel.

A laboratory for the discussion of student plays. Each student is expected to write two or three one-act plays, or one full-length play.

349 Advanced Playwriting Spring. 4 credits. May be repeated for credit.

T 2–4:25. P. Vogel.

A continuation of Theatre Arts 348.

Theatre History, Literature, and Theory**240 Introduction to the Theatre** Fall or spring. 3 credits.

M W F 11:15. J. Haarstick.

A survey of the elements of drama and theatre intended to develop appreciation and rational enjoyment of the theatre in all its forms. Not a production course.

300 Independent Study Fall or spring.

1–4 credits; no more than 4 credits each semester. May be repeated for credit. Limited to upperclass students. Prerequisite: permission of the department

staff member directing the study.
Staff.
Individual study of special topics.

325 Classic and Renaissance Drama (also Comparative Literature 352) Fall. 4 credits.

T R 12:20–1:25. W. Cohen.

Readings in world drama from the Greeks to Shakespeare, including dramatists such as Aeschylus, Sophocles, Euripides, Aristophanes, Plautus, Seneca, Calderon, Kyd, Marlowe, Shakespeare, Jonson, and Webster, with emphasis on the Greek and Elizabethan periods.

326 European Drama, 1660 to 1900 (also Comparative Literature 353) Spring. 4 credits.

T R 10:10–11:25. S. Williams.
Readings from major dramatists from Molière to Ibsen, including such authors as Racine, Congreve, Sheridan, Schiller, Goethe, Hugo, Büchner, Gogol, Turgenyev, Zola, Hauptmann, and Chekhov.

327 Modern Drama (also Comparative Literature 354) Fall. 4 credits.

M W F 1:25. A. Caputi.
Readings from major dramatists of the twentieth century, including Ibsen, Chekhov, Strindberg, Shaw, Pirandello, Ionesco, Brecht, Beckett, and Pinter.

333 History of the Theatre I Spring. 4 credits.

M W F 11:15. S. Williams.
A survey of the characteristics of primitive theatre and of theatrical styles and production modes in Classical Greece and Rome, medieval Europe, Renaissance England, France, Italy, and Spain.

[334 History of the Theatre II] Spring. 4 credits. Not offered 1981–82.

A survey of theatrical styles and production modes from 1660 to 1914. Among the periods considered are the English Restoration, the eighteenth and nineteenth centuries in England, France and Germany, and the international modernist theatre. The course will conclude with a brief survey of the Oriental Theatre, with particular reference to its influence on European symbolism.]

335 History of the Theatre III Fall. 4 credits.

T R 10:10–11:25. S. Williams.
A survey of the modern and contemporary theatre, from expressionism to the present day. Particular emphasis will be placed on the experimental aspects of the modern theatre, on the work of key innovators such as Appia, Craig, Brecht, Piscator, Brook and Grotowski, and on contemporary, experimental theatre groups.

336 American Drama and Theatre Spring. 4 credits.

T R 12:20–1:35. Staff.
A study of the American theatre and representative American plays with emphasis on drama from O'Neill to the present.

372 English Drama (also English 372) Spring. 4 credits.

M W F 10:10. S. McMillin.
Important events in the English theatre from the beginning to the twentieth century. Plays by Marlowe, Shakespeare, Jonson, Webster, Dryden, Wycherly, Behn, Congreve, Sheridan, Shelley, Shaw, and others. Relationships between play houses, dramatic texts, and politics.

424 Dramaturgy: Play and Period Spring. 4 credits. Prerequisites: permission of instructor, and some upper-level work in literary analysis or theatre history.

T R 2:30–3:45. Staff.
An intensive study of the theatrical and cultural background of a play being performed in the department's mainstage season. The course will include a detailed study of the play itself, of the other works of the dramatist and, where relevant, of other plays of the time. Students will be expected to complete a dramaturgical assignment.

434 Theatre and Society Fall. 4 credits. Prerequisite: permission of the instructor. Students will be expected to have had some upper-level experience in one of the following areas: literary

analysis, theatre history, sociology, psychology, history, anthropology, or philosophy.

T R 2:30–3:45. Staff.
An examination of the role theatre has played in the social and political life of Western civilization. Topics to be covered will include: the theatre and the church, the theatre as an agent of social change, censorship and the theatre, the theatre and revolution, and theatre and education. Students will be encouraged to use this examination to arrive at their own definitions of the importance of the mimetic instinct in human society.

436 Theory of the Theatre and Drama Fall. 4 credits. Prerequisite: permission of the instructor.

M W F 2:30–4:25. P. Vogel.
A study of various theories of dramatic form and theatrical presentation from Aristotle and Horace to Artaud and Brecht, with emphasis on the romantic and modern period, including Lessing, Hugo, Wagner, Strindberg, Stanislavsky, Appia, Craig, Yeats, Langer, Frye, Burke, Fergusson, and Grotowski.

[442 Ibsen and Chekhov (also Comparative Literature 472)] Not offered 1981–82.]

495 Honors Research Tutorial Fall or spring. 1–4 credits. Prerequisites: senior standing and departmental acceptance as an honors candidate. Staff.

Methods and modes of research for honors project.

496 Honors Thesis Project Fall or spring. 1–4 credits. Prerequisites: senior standing and departmental acceptance as an honors candidate. Staff.

Preparation and presentation of honors thesis or practicum.

632 Critical Writing Workshop Spring. 4 credits. Staff.

633 Seminar in Theatre History Fall. 4 credits. T 2:30–4:30. S. Williams.

Subject: American and European theatre 1918–39.

[636 Seminar in Dramatic Criticism] 4 credits. Not offered 1981–82.]

[637 Seminar in Dramatic Theory] 4 credits. Not offered 1981–82.]

[638 Seminar in Theory of the Theatre] Not offered 1981–82.]

672 Tragedy: Philosophy and Theory (also English 672) Spring. 4 credits. T. Murray.

[699 Seminar in the Theories of Directing] Not offered 1981–82.]

700 Introduction to Research and Bibliography in Theatre Arts Fall. 1 credit. Enrollment restricted to students in 633.

T 2:30–4:30. S. Williams.
A study of methods and materials relevant to the solution of problems in theatre arts, including introduction to standard research sources, problems of translation, and preparation of theses and publications.

880 Master's Thesis

990 Doctoral Thesis and Special Problems

Related Courses in Other Departments

Greek Mythology (Classics 236)

[Myths of Greece and Rome (Classics 150)] Not offered 1981–82.]

The Greek Experience (Classics 211)

The Roman Experience (Classics 212)

Comedy (Comparative Literature 312)

Japanese Noh Theatre (Comparative Literature 400 and Asian Studies 400)

Shakespeare (English 227)

Introduction to Drama (English 272)

Shakespeare (English 327)

Seminar in Shakespeare (English 427)

Schiller (German Literature 354)

Russian Theatre and Drama (Russian 332)

Dance

See description of Theatre Laboratories for information concerning credit for participation in dance productions.

200 Introduction to Dance I Fall. 3 credits.

Prerequisite: registration only through department roster in 302 Helen Newman Hall. Concurrent enrollment in a dance technique class at the appropriate level is required.

T R 12:20–1:50. P. Lawler.
Movement improvisation and composition, readings in dance aesthetics and twentieth-century dance history. Film and video tapes are used.

201 Introduction to Dance II Spring. 3 credits.

Prerequisite: Theatre Arts 200 or permission of the instructor.

T R 12:20–1:50. Staff.
Continuation of Theatre Arts 200.

[205 Contemporary Composers and Choreographers] 3 credits. Not offered 1981–82.]

210 Beginning Dance Composition and Music Resources (also Physical Education 210) Fall.

4 credits. Prerequisites: Theatre Arts 201, intermediate technique level, and/or permission of instructor. Registration only through department roster in 302 Helen Newman Hall. Prerequisites for dance majors only: Music 141. Concurrent enrollment in a technique class at the appropriate level is required.

M W 6:30–8. one additional meeting to be arranged. D. Borden and J. Gregg.
This course is designed to develop resources in movement and in music as it relates to dance. Students will prepare studies concerned with use of space, time, body design, and dynamics. Various approaches to the structuring of these elements will be the basis for the study of form as it applies to dance and music.

211 Beginning Dance Composition and Music Resources (also Physical Education 211) Spring.

4 credits. Prerequisite: Theatre Arts 210
M W 6:30–8. Staff.
Continuation of Theatre Arts 210.

304 Intermediate Ballet Technique (also Physical Education 134) Fall or spring. 1 credit; may be repeated for up to 4 credits. Prerequisite: Physical Education 131 and/or permission of the instructor.

M W F 2:30–4. P. Saul.
Study and practice of traditional training exercises and the classical ballet vocabulary; work is done on strengthening the body and using it as an expressive instrument.

306 Intermediate Modern Dance Technique (also Physical Education 136) Fall or spring. 1 credit; may be repeated for up to 4 credits. Prerequisite: Physical Education 136 and/or permission of the instructor.

M W F 4:40–6:10. J. Gregg.

Study and practice of training exercises and an expressive contemporary movement vocabulary: work is done on strengthening the body and using it as an expressive instrument.

307 Asian Dance and Dance Drama (also Asian Studies 307) Fall. 3 credits; may be repeated for credit.

M W F 12:20–1:50. M. Bethé.
Section 1: Indian Dance. Not offered 1981–82.
Section 2: Japanese Noh Theatre. The M W classes will teach the dance techniques used in noh. Students will learn to perform short pieces from several plays. The Friday class will discuss the noh theatre in more general terms, dealing with the plays, music, costumes, and props, as well as dance. Students will read noh plays and articles about noh, and will view films and video tapes. There will be short papers and exams. The M W classes may be taken without the F class, in which case physical education credit may be earned, but not academic credit. Students who attend all three classes and do all work may earn both physical education credit and 3 units of academic credit.

308 High Intermediate Modern Dance Technique (also Physical Education 138) Fall or spring. 1 credit; may be repeated for up to 4 credits.

Prerequisite: Theatre Arts 306 and/or permission of the instructor.

T R 4:40–6:10. J. Gregg.
Continuation of Theatre Arts 306.

310 Advanced Dance Composition (also Physical Education 310) Fall. 4 credits. Prerequisite: Theatre Arts 211 and/or permission of the instructor.

Hours to be arranged. Staff.
Problems in composition for groups and music resources for dancers.

311 Advanced Dance Composition (also Physical Education 311) Spring. 4 credits. Prerequisite: Theatre Arts 310 and/or permission of the instructor.

Staff.
Further problems in composition for groups.

[312 Physical Analysis of Movement] 3 credits. Not offered 1981–82.]

[314 History of Dance] 3 credits. Not offered 1981–82.]

[315 History of Dance] 3 credits. Not offered 1981–82.]

[316 Human Biology for the Performing Arts] 5 credits. Not offered 1981–82.]

[318 Historical Dances] 2 credits. Not offered 1981–82.]

410 Individual Problems in Composition (also Physical Education 410) Fall or spring. 3 credits. Prerequisite: Theatre Arts 311 and/or permission of the instructor.

Hours to be arranged. Staff.
Individual problems in composition.

418 Seminar in History of Dance Spring. 3 credits. Prerequisite: Theatre Arts 315 or permission of the instructor.

Hours to be arranged. Staff.
Topic for 1981–82 to be announced.

Cinema

[374 Introduction to Film Analysis: Meaning and Value] 4 credits. Not offered 1981–82; next offered 1982–83.

T R 10:10–11:30. D. Fredericksen.
Consideration of the ways films generate meaning and of the ways we attribute meaning and value to films. Discussion ranges over commercial narrative, documentary, and experimental film types.]

[375 History and Theory of the Commercial Narrative Cinema] 4 credits. Fee for screening expenses, \$5 (this fee is paid in class). Not offered 1981–82; next offered 1982–83.

T R 2–4:25. D. Fredericksen.
Within the context of history, the description, interpretation, and evaluation of commercial narrative films as works of art and as objects for mass consumption. Emphases include "the articulation of a cinematic language," "realism," "popular art," and "modernism." Contemporary methods of analysis such as the auteur theory and semiotics are introduced.]

376 History and Theory of Documentary and Experimental Film Fall. 4 credits. Fee for screening expenses, \$5 (this fee is paid in class).

T R 2–4:25. D. Fredericksen.
Documentary figures covered include Vertov, Flaherty, Grierson, Ivens, Lorentz, Riefenstahl, Capra, and Jennings. Within the history of experimental film, emphases are the avant-garde of the twenties, the movement toward documentary in the thirties, and American experimental film from the forties to the present.

377 Fundamentals of 16-mm Filmmaking Fall or spring. 4 credits. Limited to 12 students each semester. Prerequisite: permission of instructor. Fee for maintenance costs, \$10 (this fee is paid in class).

The average cost to each student for materials and processing is \$150.
T R 2–4:25. M. Rivchin.
The mechanics and expressive potential of 16-mm filmmaking, including nonsynchronous sound. Each student makes two short films, and retains ownership of them. No prior filmmaking experience is assumed.

[378 Russian Film of the 1920s and French Film of the 1960s] Spring. 4 credits. Prerequisite: Theatre Arts 375. Fee for screening expenses, \$5 (this fee is paid in class). Not offered 1981–82; next offered 1982–83.

T R 2–4:25. D. Fredericksen.
An intensive treatment of two distinct periods of innovation in film history and theory. Emphasis is on the relationship between theory and practice. Major figures include Eisenstein, Pudovkin, Vertov, Dovzhenko, Godard, Truffaut, Resnais, Robbe-Grillet, Bresson, and Rivette.]

379 International Documentary Film from 1945 to the Present Spring. 4 credits. Prerequisite: Theatre Arts 376. Fee for screening expenses, \$5 (this fee is paid in class).

D. Fredericksen.
Emphases on the contemporary international documentary as a sociopolitical "force," as an ethnographic tool within and without a filmmaker's own culture, and as an artistic form with a distinct history and set of "theoretical" questions. Major figures, structures, and movements covered include Jennings, Rouquier, Leacock, Malle, Rouch, Solanas, national film boards, "Challenge for Change," "direct cinema," "cinema vérité," and revolutionary documentary from the Third World.

475 Seminar in the Cinema I Fall. 4 credits.

T R 10:10–11:30. D. Fredericksen.
Topic for fall 1981: C. G. Jung and film analysis. Consideration of the three nodes of Jung's psychology (the typing of psychological attitudes and functions; the structure and dynamics of the psyche; and the character and functions of archetypal imagery) and of their relevance to film analysis and theory.

477 Intermediate Film Projects Spring. 4 credits. Limited to 4 students. Prerequisites: Theatre Arts 377 or equivalent, and permission of instructor. Fee for maintenance costs, \$10 (this fee is paid in class). The average cost to each student for materials and processing is \$150; students retain ownership of their films.

W 2–4:25. M. Rivchin.

The development and completion of individual projects, with emphasis on personal and documentary modes, including preparation of an original script or storyboard; direction cinematography; synchronous-sound recording; editing; and follow-through to a composite print.

Related Courses in Other Departments

Postwar Italy: The Film as a Cultural, Artistic, and Political Reflector (Italian 399 and Comparative Literature 306)

Inter-University Center for Critical and Film Studies in Paris

Cornell is part of a consortium supporting the center. For course listings and information about participation, contact Professor Fredericksen, 112 Lincoln Hall. Prerequisites for participation in the program are fluency in French and completion of Theatre Arts 374, 375, and 376.

Special Programs and Interdisciplinary Studies

Africana Studies and Research Center

J. Turner, director; W. Cross, director of undergraduate studies, 310 Triphammer Road, 256–4625. O. Agyeman, Y. ben-Jochannan, R. Harris, M. Marable, C. Mbata, A. Nanji

The Africana Studies and Research Center has a unique and specialized program of study that offers an undergraduate degree through the College of Arts and Sciences and a Graduate degree (Master of African and African-American Studies) through the University's Graduate School.

The purpose of the program is to prepare students for professional careers relevant to the learning and leadership needs of the African-American community. It envisions that the knowledge and methodology of various fields and disciplines will be brought to bear upon the history, present state, and dynamics of the black people and cultures in the Americas, Africa, and the Caribbean. The curriculum is designed to reflect a multidisciplinary approach to the experience of African peoples throughout the world. Africana Center courses are open to both majors and nonmajors.

The Africana Major

The undergraduate major offers interdisciplinary study of the fundamental dimensions of the Afro-American and African experiences. Because of the comprehensive nature of the program, it is to the students' advantage to declare themselves Africana majors as early as possible. The following are prerequisites for admission to the major. Students should submit:

- 1) a statement of why they want to be an Africana studies major;
- 2) a tentative outline of the area of study they are considering (African or Afro-American) for the undergraduate concentration; and
- 3) a full transcript of courses taken and grades received.

The center's undergraduate faculty representative will review the applications and notify students within two weeks of the status of their request.

After acceptance as a major in the Africana Center, a student must maintain a C+ cumulative average in the center's courses while completing the major program. The Africana major must complete 36 credits in courses offered by the center, to include the following four core courses: AS&RC 231, 290, 360, 431. Beyond the core courses, the student must take 8 credits of center courses numbered 200 or above and 15 credits numbered 300 or above. Within this

selection the student must take at least one of the following AS&RC courses: 203, 204, 283, or 301. The program of an undergraduate major may have a specifically Afro-American focus or a specifically African focus.

Joint majors

The center encourages joint majors in the College of Arts and Sciences and in other colleges. Joint majors are individualized programs that must be worked out between the departments concerned. The center's undergraduate faculty representative, Professor Cross, will assist students in the design and coordination of joint major programs. However, in any joint major program the center will require that at least 16 credits be taken in Africana studies courses, including AS&RC 290.

Double majors

In the case of double majors (as distinct from joint majors) students undertake to carry the full load of stipulated requirements for a major in each of the two departments they have selected.

Honors

The honors program offers students the opportunity to complete a library research thesis, a field project in conjunction with a report on the field experience, or a project or experiment designed by the student. The requirements for admission to the honors program for all students—regular majors, joint majors, and double majors—are a B— cumulative average in all courses and a B+ cumulative average in the center's courses. Each student accepted into the honors program will have an honors faculty committee, consisting of the student's adviser and one additional faculty member, which is responsible for final evaluation of the student's work. The honors committee must approve the thesis or project proposal before May 1 of the student's junior year. The completed thesis or project report should be filed with the student's faculty committee by May 10 of the senior year.

Distribution Requirement

Two Africana Studies and Research Center courses from the appropriate group may be used in fulfillment of one of the following distribution requirements:

Social Sciences: AS&RC 171, 172, 190, 231, 290, 301, 302, 344, 345, 346, 351, 352, 410, 420, 460, 484, 485, 495, 550.

History: AS&RC 203, 204, 231, 283, 344, 360, 361, 370, 381, 405, 460, 475, 483, 490.

Humanities: AS&RC 219, 422, 431, 432, 465, 492.

Expressive Arts: AS&RC 137, 138, 285, 303, 465.

Freshman Seminars: AS&RC 137, 138, 171, 172, 203, 204, 231, 290.

Note: Students who are not AS&RC majors may petition to satisfy a second requirement with center courses if they are carrying a heavy program at the center.

Language Requirement

Swahili fulfills the College of Arts and Sciences language requirement. Successful completion of AS&RC 131, 132, 133, and 134 provides qualification in Swahili. Successful completion of AS&RC 202 gives proficiency in Swahili. Africana majors are not required to take Swahili, but the center recommends the study of Swahili to complete the language requirement.

131 Swahili Fall. 4 credits. No prerequisites.
T W 10:10. A. Nanji.
Beginning Swahili; grammar part 1.

132 Swahili Spring. 4 credits. Prerequisite: Swahili 131 or previous study of the language.
T W 12:20. A. Nanji.
Elementary reading and continuation of grammar.

133 Swahili Fall. 4 credits. Prerequisites: Swahili 131 and 132.
A. Nanji.
Advanced study in reading and composition.

134 Swahili Spring. 4 credits. Prerequisites: Swahili 131, 132, and 133, or permission of instructor.
A. Nanji.
Advanced study in reading and composition.

137 Afro-American Writing and Expression Fall. 4 credits.
T R 10:10.
Designed to promote clear and effective communication skills, using black-oriented materials as models for writing assignments and oral discussions.

138 Applied Writing Methods on Afro-American Topics Spring. 3 credits.
Hours to be arranged.

A writing skills course which explores traditional and nontraditional research sources, using Afro-American experiences as the primary subject matter.

171 Infancy, Family, and the Community Fall. 4 credits.
T R 3:10. W. Cross.
Survey of key psychological dimensions of the black experience covering such issues as (1) race and intelligence; (2) black identity; (3) black family structure; (4) black English; (5) black middle class; and (6) nature of black psychology.

172 Teaching and Learning in Black Schools Spring. 4 credits. Intended for freshmen and sophomores.
T R 3:10. W. Cross.
A course designed for freshmen and sophomores that will be devoted to the history and contemporary issues of black education, such as the struggle for black studies, the development of independent black grammar, and problems of public schools in black communities.

190 Introduction to Modern African Political Systems Fall. 4 credits.
M W 1:25–2:15. O. Agyeman.
The course directs attention to the salient characteristics of Africa's political systems and assesses the way the systematic characteristics impinge on developmental efforts. It is particularly concerned with the responses of the systems of the legacy of colonially-imposed constitutions, the efforts at post-colonial constitutional engineering, and at the creation of integrative institutions in answer to the problem of multiethnic fragmentation, the place of traditionalism in the modern political context, the locus of power in the systems, and the level of institutionalizations reached, if any, to ensure stable continuity into the future.

202 Swahili Literature Fall. 4 credits. Prerequisite: Swahili 134. Offered on demand.
A. Nanji.
Students gain mastery over spoken Swahili and are introduced to the predominant Swahili literary forms.

203 History and Politics of Racism and Segregation Fall. 4 credits.
T R 12:20–1:25. C. Mbata.
A cross-cultural study in historical context of the evolution of racist thought and practice in southern Africa and North America.

204 History and Politics of Racism and Segregation Spring. 4 credits.
T R 12:20–1:25. C. Mbata.
The patterns of racism and segregation are dealt with in a historical context, using southern Africa and

North America as case histories. Study is undertaken within a theoretical framework that broadly defines racism and segregation and their implications.

[219 Issues in Black Literature] Fall. 4 credits. Not offered 1981–82. An examination of literature written for black children, including an analysis of the literature as it pertains to black life from 1960 to the present. Students write a pamphlet containing their essays, fiction, and poetry, and compile a bibliography of literature for black children.]

231 Black Political Thought in the United States Fall. 3 credits.
M W F 12:20–1:10. M. Marable.

This is an introductory course that will review and analyze the major political formulations developed and espoused by black people in the struggle for liberation. Such themes as slave resistance, nationalism, Pan-Africanism, emigration, anti-imperialism, socialism, and the political thought of black women will be discussed. Black political thought will be viewed in its development as responses to real conditions of oppression and exploitation.

[283 Black Resistance: South Africa and North America] Fall. 4 credits. Not offered 1981–82.
C. Mbata.

A study of black political movements in South Africa and North America and their responses to the situations of race relations that formed the contexts of their operations.]

[285 Black Drama] Spring. 3 credits. Not offered 1981–82.
M W 1:25.

This course is intended to serve as an introduction to the history of black drama, and to provide the means through which students can cultivate their interests in dramaturgical criticism and production techniques. Each student in the course will read a number of black plays, write a critical paper on black drama, and participate in the production of a play.]

290 The Sociology of the Black Experience Fall. 3 credits.
M W 3:10. J. Turner.

An introductory course to the sociology of the black experience, and to the field of Afro-American studies. Required for all undergraduate students majoring at the Africana Center.

301 Seminar: Psychological Aspects of the Black Experience Spring. 4 credits. Prerequisites: permission of instructor.
W 10:10. W. Cross.

Existing research is used to raise specific questions about new cultural political awareness in the black community. The focus is on individual conversion experiences within the context of social movements. The transformations of political groups (for example, Black Panther Party) and outstanding activists and intellectuals (such as Malcolm X) are used as reference points for analytical discussion of theory.

[302 Social and Psychological Effects of Colonization and Racism] Spring. 4 credits. Staff. Offered alternate years. Not offered 1981–82.]

[303 Blacks in Communication Media and Film Workshop] Spring. 3 credits. Not offered 1981–82. The focus is on the general theory of communications, the function of media in an industrialized society, and the social, racial, and class values implied in the communication process. There are group writing projects, a term paper, and the screening of significant American and Third World films.]

344 Neocolonialism and Government in Africa (The Politics of Public Administration) Fall. 4 credits.
T R 1:25–2:15. O. Agyeman.

The course is designed to explain why Africa's public administrations in the post-colonial era have generally failed to move from the colonialist ethos to becoming primary instruments for initiating and guiding the processes of development. The reality of colonialism was bureaucratic centralism—the closest approximation to the ideal type of a pure administrative state specializing in "law and order." Colonial administrations resembled armies in their paramilitary formation and ethos and were, indeed, in a number of cases, the instruments of military men. Much attention focuses on the internal characteristics of bureaucratic organizations in Africa and of their relationship to their social and political environments.

345 Afro-American Perspectives in Experimental Psychology (also Psychology 345) Spring. 3 or 4 credits. Prerequisite: an introductory course in psychology or AS&RC 171. Offered alternate years. W. Collins.

346 African Socialism and Nation Building

Spring. 4 credits.
An exploration and critical analysis of the various theories of African socialism as propounded by theorists of African socialism as propounded by theorists and practitioners. Those ideas, extending from Nyerere's Ujamaa (for example, traditional social and economic patterns of African society) to Nkrumah's Scientific Socialism (such as the desirability and practicality of the Marxian type of socialism in Africa) are compared.

351 Politics in the Afro-Caribbean World; An Introduction Fall or spring according to demand. 4 credits.
A study of the social, political, economic, and psychological forces that have shaped Caribbean societies.

352 Pan-Africanism and Contemporary Black Ideologies Spring. 4 credits.
A historical study of Pan-Africanism that reviews and analyzes the literature and activities of early black Pan-African theorists and movements.

360 Ancient African Nations and Civilizations Fall. 3 credits.
M W F 1:25–3:20. C. Mbata.
An introduction to African history beginning with early civilizations in pre-European Africa.

361 Afro-American History (from African Background to the Twentieth Century) Fall. 3 credits.

M W F 10:10. R. Harris.
Designed to explore major themes of the black historical experience in America from African origin to the twentieth century. A major concern is the changing status of black people over time and their attempts to cope with bondage, racism, circumscription, and oppression.

370 Afro-American History: The Twentieth Century Spring. 3 credits.

M W F 12:20–1:10. R. Harris.
An exploration of major themes of the black historical experience in America during the twentieth century. The socioeconomic, political, and cultural condition of Afro-Americans is assessed, after their presence in this country for more than three hundred and fifty years.

381 Contemporary African History Spring. 3 credits.

M W 12:20–1:25.
A survey of the present problems on the African continent as they appear from 1500 to the present time. Important topics include the impact of the Atlantic slave trade, the European Scramble of 1884, various forms of African resistance to colonial occupation to 1914, and the prospects of protracted social unrest in Africa south of the Zambezi River.

382 Comparative Slave Trade of Africans in the Americas Fall. 3 credits.

T R 1:25–2:30. M. Marable.
The focus is on eighteenth- and nineteenth-century slave societies in Virginia and South Carolina in North America and the eighteenth-century slave societies in San Domingue or Haiti and to some extent in Jamaica. The slave society in Cuba during the latter part of the nineteenth century is studied.

400 Political Economy of Ideology and Development in Africa Spring. 4 credits.

T R 11:15. O. Agyeman.
The course explores the processes of the historical underdevelopment of Africa, drawing upon the assumptions of the "underdevelopment" theory. It then takes up the problems of development by examining the different ideologies and strategies extant and by highlighting the interaction of political and economic forces. Case studies are drawn from Ghana, Kenya, and Tanzania.

405 Political History of the Age of Booker T. Washington and W. E. B. DuBois. Spring. 4 credits.

T R F 1:25–2:15. M. Marable.
A review of the intellectual and political history of the black United States experience from 1890 to the eve of World War II. Although the course concentrates on two of the outstanding Black historical figures of the period, Booker T. Washington and W. E. B. DuBois, other personalities and leaders within Black social and political history will be examined—including Marcus Garvey, T. Thomas Fortune, A. Philip Randolph, Charles S. Johnson, William Monroe Trotter, and James Weldon Johnson. Major black social issues, such as the intellectual debates between DuBois and Washington, and DuBois versus Garvey, will constitute a critical part of the discussion.

410 Black Politics and the American Political System Fall. 4 credits.

T 2:30. J. Turner.
The course is designed to engage students in a survey and analysis of the theoretical and empirical basis of black politics in America. It is a sociohistorical investigation and evaluation of the variety of practical political activities among black people in the United States.

420 Social Policy and the Black Community in the Urban Economy Spring. 4 credits. Offered alternate years.
J. Turner.

422 African Literature Spring. 4 credits. Not offered 1981–82.

The main focus is on the basic themes in the twentieth-century literature produced by Africans south to the Sahara.

[425 Advanced Seminar in Black Theatre] Fall. 4 credits. Not offered 1981–82.
The course involves the study and production of the total black theatre.]

431 History of Afro-American Literature Fall. 4 credits.

An extensive examination of the impact that Afro-American literature has had on describing, explaining, and projecting the Afro-American experience from 1619 to present.

432 Modern Afro-American Literature Spring. 4 credits.

A study of fiction by black writers, focusing on the political and sociological component that influenced the development and growth of black writing in relationship to literary themes and attitudes current in specific periods and movements from post-World War I to the present.

460 History of African Origins of Major Western Religions Fall or spring. 4 credits. Prerequisite: sophomore status or permission of instructor.
Y. ben-Jochannan.

The course is designed to develop an understanding of the basic origins of the philosophical, theosophical, and magical-religious teachings responsible for Judaism, Christianity, and Islam.

[465 Black Critique: Towards Defining and Developing a Black Aesthetic] Spring. 4 credits. Not offered 1981–82.

A study of aesthetic, moral, and cultural values and judgments that black people can develop, recognize, and viably respect as black aesthetics.]

475 Black Leaders and Movements in Afro-American History Spring. 4 credits.

T R 3:35–4:25. R. Harris.
A comprehensive analysis of the personalities, ideas, and activities central to the struggle for Afro-American liberation, ranging from eighteenth-century figures to the present time. Rebellion, emigration, assimilation, nationalism, accommodation, protest, cultural pluralism, separation, integration, and revolution are some of the central issues.

[483 Themes in African History] Fall. 4 credits. Not offered 1981–82.

M W 1:25–3:20. C. Mbata.
A study of selected themes in African history, making use of work done in related disciplines. Until further notice the selected topics will be "Women in African history."]

484 Politics, Conflict, and Social Change in Southern Africa Spring. 4 credits.

M W 3–4:25. O. Agyeman.
The course examines the history of the African liberation movement from the post-World War II era to the present, focusing as much on the areas already liberated through "revolutionary violence" (Guinea, Mozambique, Angola, Zimbabwe) as on the remaining "stronghold" of domination (South Africa and Namibia).

485 Racism, Social Structure, and Social Analysis Seminar Spring. 4 credits.

W 2–4:25. J. Turner.
An examination of the social structure of American society and the relationship of racial and class categories to social stratification. An analysis of power structures and the social salience of socioeconomic connections of governmental decision makers and the corporate structure is developed.

490 Advanced Reading and Research Seminar in Black History Spring. 4 credits.

M W 1:25. C. Mbata.
Designed to help students acquaint themselves with the available sources of information and materials in black history, as well as make the maximum use of their own inclinations and interests in unearthing the material and creating a body of comprehensible conclusions and generalizations out of it.

Note: May be taken to fulfill requirements for a major in African or Afro-American studies.

495 Political Economy of Black America Spring. 4 credits.

F 12:20–2:15. M. Marable.
An examination of the role that black labor has played in the historical development of United States monopoly, capitalism, and imperialism. Emphasis is on the theory and method of political economy, and a concrete analysis of the exploitation of black people as slave labor, agricultural labor, and proletarian labor.

498-99 Independent Study 498, fall; 499, spring.

Hours to be arranged. Africana Center faculty.
For students working on special topics with selected readings, research projects, etc., under the supervision of a member of the Africana Studies and Research Center faculty.

500 Political Theory, Planning, and Development in Africa Spring. 4 credits.

T R 11:15-12:45. O. Agyeman.
The course explores the processes of underdevelopment of Africa from the epoch of slavery through colonial and neocolonial phases of domination, drawing on the assumptions of "underdevelopment" theory à la A. G. Frank, Walter Rodney, and others. It then takes up the problems of development by an examination of the differential content and emphasis on socialistic and capitalistic strategies by highlighting the interaction of political and economic forces. Case studies are drawn from Ghana, Kenya, and Tanzania.

505 Workshop in Teaching About Africa

4 credits. Prerequisites: AS&RC 203 and 204, or AS&RC 360 and 361, or permission of instructor. Offered alternate years.
C. Mbata.

510 Historiography and Sources: The Development of Afro-American History Fall.

4 credits. Prerequisite: upperclass or graduate standing, or permission of instructor.
T 9:30-12:05. R. Harris.
Through a critical examination of the approach, methodology, and philosophy of major writers in this field such as James W. C. Pennington, George Washington Williams, W. E. B. DuBois, Carter G. Woodson, John Hope Franklin, Benjamin Quarles, Lerone Bennett, Jr., and Vincent Harding, the evolution of Afro-American history is traced from its origin to the present. The nature and purpose of Afro-American history, especially the role of the black historian in the context of a racist and oppressive society, is analyzed. Attention is given to sources for studying black history, and each participant fashions a conceptual framework for application to the materials and evidence of the black experience in America.

[515 Comparative Political History of the African Diaspora]

4 credits. Prerequisites: upperclass or graduate standing, or two of the following courses: AS&RC 203, 204, 283, 360, 361, 475, 484, 490. Offered alternate years. Not offered 1981-82.]

[520 Historical Method, Sources and Interpretation]

Fall. 4 credits. Prerequisites: upperclass or graduate standing, or two of the following courses: AS&RC 203, 204, 361, 475, 484, 490.
C. Mbata.

Offered alternate years. Not offered 1981-82.]

[550 Transnational Corporations in Africa and Other Developing Countries]

Spring. 4 credits. Prerequisites: upperclass or graduate standing, or permission of instructor. Not offered 1981-82. Examines the role of transnational enterprises as an economic and political factor in the Third World, their relations with the host government and their interaction with both the private and public sectors of the economy of the host country. Special emphasis on Africa and Latin America.]

[551 Political History of Social Development in the Caribbean]

4 credits. Offered according to demand. Prerequisite: upperclass or graduate standing or permission of instructor. Not offered 1981-82.]

571 Seminar: Psychological Issues in the Black Community Fall. 4 credits. Prerequisite: permission of instructor.

R 9:05-12:05. W. Cross.

A critical examination of existing theory and research on identity development and identity transformation in Afro-American life, including black identity metamorphosis that occurs within the context of social movements. Particular attention is given to (1) the interface between social systems and identity development and maintenance; (2) dual consciousness; (3) functions of identity in daily life; (4) conversion and deconversion within the contexts of the contemporary black-movement; (5) the psychohistorical implications of unidimensional theories black self-concept; (6) the relationships among identity, behavior, and ideology.

698-699 Thesis 698, fall; 699, spring. Limited to Africana Studies and Research Center students.
Africana Center faculty.

Biology and Society

Prof. Davydd J. Greenwood, director, 632 Clark Hall, 256-3810. Biology and society is a multidisciplinary program for students with special interests in such problems as genetic engineering, environmental quality, food and population, the right to medical care, and the relation between biology, society, and ethics and/or public policy, as well as for students who plan postgraduate study in management, health, medicine, law, or other related fields.

The Major

Because the biology and society major is multidisciplinary, students must attain a basic understanding of each of the several disciplines it comprises, including introductory courses in the fields of biochemistry, chemistry, mathematics, genetics, ecology, ethics, and history. In addition, majors are required to take the two-semester course in biology and society, a set of electives, and a special senior seminar. Programs incorporating these required courses are designed in consultation with a special group of faculty advisers to accommodate each student's individual goals and interests. For further information on the major, including courses of related interest, specific course requirements, and application procedures, contact Professor Davydd J. Greenwood, Program on Science, Technology, and Society, 632 Clark Hall.

301 Biology and Society I: The Biocultural Perspective (also Anthropology 301 and Biological Sciences 301) Fall. 3 credits (4-credit option by arrangement with instructor). Prerequisite: one year of biology.

M W F 9:05. D. Greenwood and S. Risch.
Viewing human biology, behavior, and institutions as the ongoing products of the interactions between human biological evolution and cultural change. This course documents these interactions with reference to the following topics: language, meaning, and cultural "realities"; and major models of human nature and human institutions.

302 Biology and Society II: Biology, Society, and Human Values (also Anthropology 302 and Biological Sciences 302) Spring. 3 credits (4-credit option by arrangement with instructor). Prerequisite: Anthropology, Biological Sciences, or Biology and Society 301.

M W F 9:05. S. Risch and D. Greenwood.
This course takes up the complex intellectual, practical, and ethical issues centering on the relationships between biological and social phenomena. Specific current issues such as pollution, genetic counseling, recombinant DNA research, and others will be taken up and an effort will be made to develop a viable biocultural ethic for dealing with such problems.

400 Toward An Ecological Agriculture: Prospects and Limitations (Biology and Society Senior Seminar) Spring. 1-3 credits. Primarily for juniors and seniors. Prerequisite: at least one biological science and one social science course.

Hours to be arranged. S. Risch.

This course will explore biological-technical and sociopolitical constraints to the emergence of a more ecologically sustainable agriculture in the United States and other nations. Each session will begin with a brief introduction or overview by the course coordinators or others doing research on various aspects of ecological agriculture. The remainder of each session will consist of class discussion related to assigned readings.

401 Problems in the History of Biology (Biology and Society Senior Seminar) (also History 385)

Fall. 4 credits. No prerequisites.

T 2:30-4:25. W. B. Provine.
Mechanisms, design, and ethics in relation to the development of modern biology.

402 Problems in the History of Biology (Biology and Society Senior Seminar) (also History 386)

Spring. 4 credits. Prerequisite: elementary knowledge of evolutionary biology and genetics.

T 2:30-4:25. W. B. Provine.
The evolutionary synthesis: an examination of the grand synthesis of evolutionary Biology in the 1930s and 40s, including its origins and present status.

403 Population Policy (Biology and Society Senior Seminar)

Fall. 4 credits.

W 3:35-5:30. J. M. Stycos.
The ways in which societies try to affect demographic trends. Special focus is on government policies and programs to influence fertility.

[400 Human Fertility in Developing Nations (Biology and Society Senior Seminar)] Not offered fall 1981.]

[401 Biomedical Research, Regulations, and Ethics: A Delicate Balance (Biology and Society Senior Seminar)] Not offered fall 1981.]

[402 Biomedical Research, Regulations, and Ethics: A Delicate Balance (Biology and Society Senior Seminar)] Not offered spring 1982.]

[403 Social Demography (Biology and Society Senior Seminar)] Not offered spring 1982.]

China-Japan Program

T. J. Pempel, director; S. Cochran, associate director; R. Barker, M. Barnett, M. G. Bernal, K. Biggerstaff, N. C. Bodman, K. Brazell, B. deBary, A. G. Grapard, E. M. Gunn, E. H. Jorden, V. Koschmann, L. C. Lee, J. McCoy, T. L. Mei, D. P. Mozingo, D. E. Perushek, C. A. Peterson, C. Ross, P. S. Sangren, H. Shadick, R. J. Smith, M. W. Young

The China-Japan Program includes faculty members who have a commitment to teaching and research on China and Japan. The program is interdisciplinary and is organized to encourage and assist students in the study of the two great civilizations of East Asia. In addition to offering a substantial number of courses in the languages of China and Japan, program faculty members cover most of the major disciplines by means of courses given in several departments. The program is especially rich in courses that deal with the history, literature, society, culture, and art of East Asia. Undergraduates who wish to concentrate their studies on China and Japan may do so by declaring a major in the Department of Asian Studies and selecting an adviser from the faculty members listed above. Students interested in Chinese and Japanese studies should consult the *Announcement of the Graduate School*. For further information, contact the director or any staff member in the China-Japan Program Office, 140 Uris Hall.

Center for International Studies

See Independent Interdisciplinary Centers and Programs, p. 289.

College Scholar Program

Dean Lynne Abel, director, 159 Goldwin Smith Hall, 256-3386.

The College Scholar Program is described in the introductory section, p. 00.

College Scholar 397 Independent Study Fall or spring. 1-4 credits. Prerequisite: permission of program office.

College Scholar 499 Honors Research Fall or spring. 4-8 credits; a maximum of 8 credits may be earned for honors research. Prerequisite: permission of program director. Each participant must submit a brief proposal approved by the honors committee.

College Scholar Seminars Inquire in 159 Goldwin Smith Hall.

Independent Major Program

The Independent Major Program is described in the introductory section, p. 87.

Independent Major 351 Independent Study Fall or spring. 1-4 credits. Prerequisite: permission of program office.

Independent Major 499 Honors Research Fall or spring. 4-8 credits; a maximum of 8 credits may be earned for honors research. Prerequisite: permission of program director. Each participant must submit a brief proposal approved by the honors committee.

Program of Jewish Studies

D. I. Owen, director (Near Eastern and ancient Jewish history and archaeology); J. Cohen, coordinator, and director of undergraduate studies (Jewish history, church and the Jews, rabbinics). M. F. Collins, (Bible, Dead Sea Scrolls, apocryphal and rabbinic literature), W. J. Dannhauser (Jews and Germans, contemporary Jewish thought, Gershom Scholem), S. L. Gilman (Yiddish literature, German-Jewish history and literature), A. G. Korman (Holocaust studies, Jewish labor movements), C. Kronfeld (Hebrew and Yiddish language and literature), A. S. Lieberman (physical geography and natural history of Israel), E. Rosenberg (Jews in modern European and Anglo-American literature), M. A. Zober (community development and social policies in Israel).

The Program of Jewish Studies is included in the framework of the Department of Near Eastern Studies. The program has grown out of the conviction that Judaic civilization merits its own comprehensive and thorough treatment and that proper understanding of any culture is inconceivable without adequate knowledge of the language, literature, and history of the people that created it. Accordingly, the offerings in the areas of Hebrew language and literature have been considerably expanded and courses in ancient medieval and modern Jewish history have been added to the program.

Although further expansion of the program is anticipated, it presently enables students to obtain basic instruction and specialization in the fields of Semitic languages, the Hebrew Bible, the Apocryphal and Tannaitic literatures, medieval Hebrew literature, modern Jewish thought, modern Hebrew literature, and ancient, medieval, and modern Jewish history. In some of these fields students may take courses both on graduate and undergraduate levels. Faculty in other departments provide additional breadth to the program by offering courses in related areas of study.

[101 Jewish Contributions to Western Culture Fall. 3 credits. Not offered 1981-82.]

Related Courses

Near Eastern Studies

Courses offered 1981-82.

Modern Hebrew Literature in Translation: Modern Hebrew Poetry (Near Eastern Studies 207)

Modern Hebrew Literature in Translation: The Modern Hebrew Short Story (Near Eastern Studies 208)

Readings in Classical Hebrew Literature (Near Eastern Studies 222)

Jews of the Ancient and Muslim Near East: 450 B.C.E.-1204 C.E. (Near Eastern Studies 244)

Undergraduate Seminar in Biblical Literature: Prophecy in Ancient Israel (Near Eastern Studies 322)

Evolution of Jewish Law (Near Eastern Studies 341)

The History and Culture of Ancient Mesopotamia (Near Eastern Studies 363)

Jewish Workers in Europe and America, 1789-1948 (I&LR 381)

Courses that are not offered 1981-82.

Freshman Seminar in Biblical Literature: Heroes and Heroines of the Bible (Near Eastern Studies 125)

Tradition and the Literary Imagination (Near Eastern Studies 291)

Readings in Classical Hebrew Literature (Near Eastern Studies 221)

The History of Ancient Israel to 450 B.C.E. (Near Eastern Studies 243)

The Emergence of the Modern Jew: 476-1948 (Near Eastern Studies 245)

Seminar in Modern Hebrew Literature: The Short Story (Near Eastern Studies 303)

Seminar in Modern Hebrew Literature: The Novel (Near Eastern Studies 304)

Folklore in the Ancient Near East (Near Eastern Studies 336)

The Jewish Community Throughout History (Near Eastern Studies 343)

Age of the Patriarchs (Near Eastern Studies 344)

Judaism and Christianity in Conflict (Near Eastern Studies 347)

History of the Ancient Near East in Biblical Times (Near Eastern Studies 365)

Tolerance and Intolerance: The Image of the Jew in Western Civilization (Comparative Literature 320)

Literature of the Holocaust (Comparative Literature 323)

Yiddish Literature in Translation (German Literature 350)

The Shtetl in Modern Yiddish Fiction in English Translation (German Literature 375 and Near Eastern Studies 375)

Topics in Yiddish Literature (German Literature 377 and Near Eastern Studies 377)

The Jewish Problem as Political Problem (Government 371)

Latin American Studies

Donald Solá, director, S. Barraclough, T. Davis, B. Edmonston, D. Freebairn, P. Garrett, R. Goldsen, W. Goldsmith, C. Greenhouse, J. Haas, D. Hazen, J. Henderson, T. Holloway, B. J. Isbell, J. Kahl, E. Kenworthy, T. Lynch, R. McDowell, O. Mitchell, C. Morris, J. Murra, T. Poleman, B. Rosen, D. Sanjur, E. M. Santí, J. M. Stycos, M. Süner, H. D. Thurston, J. Tittler, A. Van Wambeke, W. Whyte, L. Williams, F. Young

The Latin American Studies Program encourages and coordinates faculty and student interests in Latin America. A variety of special lectures, films, and seminars supplement the regular course offerings. Undergraduate students may arrange a Latin American concentration or an independent major in Latin American studies, and graduate students may pursue a minor in Latin American studies while majoring in the graduate field of their choice. The College of Arts and Sciences offers Latin American studies courses in anthropology, economics, government, history and sociology. In addition, there is a varied language, literature, and linguistics curriculum in Spanish, Portuguese, and Quechua. The student may also pursue Latin American Studies in the College of Agriculture and Life Sciences; the College of Architecture, Art, and Planning; the College of Human Ecology; and the School of Industrial and Labor Relations.

Latin American Studies Course Offerings

Economics of Agricultural Development (Agricultural Economics 464)

Seminar on Latin American Agricultural Policy (Agricultural Economics 665)

Production of Tropical Crops (Agronomy and Crop Science 314)

Geography and Appraisal of Soils of the Tropics (Agronomy 401)

Management Systems for Tropical Soils (Agronomy 480)

Livestock Production in Warm Climates (Animal Science 400)

Forages of the Tropics for Livestock Production (Animal Science 403)

Discovery of America (Anthropology 150)

[Earliest Civilizations (Anthropology 250) Not offered 1981-82.]

Urban Anthropology (Anthropology 313)

Ethnology of the Andean Region (Anthropology 333)

[Interpretation of the Archaeological Record (Anthropology 352) Not offered 1981-82.]

Archeology of the Americas I (Anthropology 354)

Archeology of the Americas II (Anthropology 355)

[Field Archaeology in South America (Anthropology 361 and Archaeology 361) Not offered 1981-82.]

Ethnohistory (Anthropology 418)

[Indians of Mexico and Central America (Anthropology 432) Not offered 1981-82.]

Andean Thought and Culture (Anthropology 433)

**Investigation of Andean Institutions:
Archaeological Strategies (Anthropology 435)**

**[Mesoamerican Thought and Culture
(Anthropology 456) Not offered 1981–82.]**

**Seminar in Archaeology: Central America
(Anthropology 494)**

Andean Symbolism (Anthropology 632)

Andean Research (Anthropology 633)

**Problems in Archaeology: Agricultural Origins
(Anthropology 663)**

**[Problems in Archaeology: Early Man in America
(Anthropology 664) Not offered 1981–82.]**

**[Origins of Mesoamerican Civilization
(Anthropology 667) Not offered 1981–82.]**

**Historical Archaeology: Method and Theory
(Archaeology 311)**

**Economic History of Latin America (Economics
325/525)**

**[Cuba: Culture and Revolution (Government 335)
Not offered 1981–82.]**

**[Latin American Politics (Government 340) Not
offered 1981–82.]**

**[Latin American Society and Politics (Government
665) Not offered 1981–82.]**

Colonial Latin America (History 295)

Latin America in the Modern Age (History 296)

**[Agrarian Societies in Latin American History
(History 347) Not offered 1981–82.]**

**Twentieth-Century Brazil (History 348 and
Sociology 368)**

**[Seminar in Latin American History (History 649)
Not offered 1981–82.]**

**Special Studies of Problems of Agriculture in the
Tropics (International Agriculture 602)**

**Plant Diseases in Tropical Agricultural
Development (Plant Pathology 655)**

Elementary Portuguese (Portuguese 121–122)

**Portuguese Intermediate Composition and
Conversation (Portuguese 203–204)**

**[Portuguese Advanced Composition and
Conversation (Portuguese 303–304) Not offered
1981–82.]**

**Readings in Luso-Brazilian Culture (Portuguese
305–306)**

**Seminar in Portuguese Linguistics (Portuguese
700)**

Quechua Elementary Course (Quechua 131–132)

Quechua Intermediate Course (Quechua 133–134)

Seminar in Quechua Linguistics (Quechua 700)

**Freshman Seminar: The Reader in Fiction
(Romance Studies 108)**

**Introduction to Hispanic Literature (Romance
Studies 201)**

**Advanced Spanish Composition (Romance
Studies 312)**

**Readings in Sixteenth- and Seventeenth-Century
Hispanic Literature (Romance Studies 315)**

**Readings in Spanish-American Literature
(Romance Studies 317)**

**Readings in Latin American Civilization (Romance
Studies 323)**

**The Modern Drama in Spanish America (Romance
Studies 331)**

**[Modern Drama in Spanish America (Romance
Studies 332) Not offered 1981–82.]**

**[The Spanish-American Short Story (Romance
Studies 333) Not offered 1981–82.]**

**The New Latin-American Narrative in Translation
(Romance Studies 335 and Comparative Literature
335)**

**[Popular Culture in Contemporary
Spanish-American Prose Fiction (Romance
Studies 336) Not offered 1981–82.]**

**Art and Politics in Latin America (Romance
Studies 394)**

**Modern Latin American Poetry in Translation
(Romance Studies 396 and Comparative Literature
396)**

**[Modern Hispanic Poetry (Romance Studies 398)
Not offered 1981–82.]**

**Special Topics in Hispanic Literature (Romance
Studies 419–420)**

**Honors Work in Hispanic Literature (Romance
Studies 429–430)**

**[Colonial Spanish-American Literature (Romance
Studies 479) Not offered 1981–82.]**

**[Hispanic Romanticism (Romance Studies 489)
Not offered 1981–82.]**

**[Resonances of the Quixote in the Modern
Hispanic Novel (Romance Studies 496) Not
offered 1981–82.]**

**Special Topics in Hispanic Literature (Romance
Studies 639–640)**

**[Carlos Fuentes (Romance Studies 689) Not
offered 1981–82.]**

**Seminar on the Contemporary Spanish-American
Novel (Romance Studies 696)**

Hispanic Americans (Sociology 265)

**Twentieth-Century Brazil (Sociology 368 and
History 348)**

**[Human Fertility in Developing Nations (Sociology
434) Not offered 1981–82.]**

Research Seminar in Population (Sociology 632)

Elementary Spanish (Spanish 121–122)

Continuing Spanish (Spanish 123)

**Spanish Intermediate Composition and
Conversation (Spanish 203–204)**

**Spanish Advanced Composition and Conversation
(Spanish 303)**

**Spanish Advanced Conversation and
Pronunciation (Spanish 312)**

**History of the Spanish Language (Spanish
401–402)**

Applied Linguistics: Spanish (Spanish 407)

**[The Grammatical Structure of Spanish (Spanish
408) Not offered 1981–82.]**

Hispanic Dialectology (Spanish 601)

**Linguistic Structure of Ibero-Romance (Spanish
602)**

**Contemporary Theories of Spanish Phonology
(Spanish 603)**

**Contemporary Theories of Spanish Grammar
(Spanish 604)**

Seminar in Spanish Linguistics (Spanish 700)

Law and Society

C. Greenhouse (anthropology); J. Bennett (philosophy); C. Carmichael (comparative literature); G. Hay (economics); C. Holmes (history); J. Jacobs (sociology); J. Rabkin (government); D. B. Lyons (philosophy); M. B. Norton (history); D. Powers (Near Eastern studies); D. T. Regan (psychology)

The Law and Society Program is an interdisciplinary concentration for undergraduates who are interested in the law from the perspectives of the social sciences and the humanities: anthropology, comparative literature, economics, government, history, philosophy, psychology, and sociology. Students who wish to graduate with a concentration in Law and Society should consult one of the advisers listed above to develop a coherent program of study, including at least four courses from the Law and Society list of courses.

Anthropology 328 Law and Culture

Anthropology 329 Politics and Culture

Anthropology 627 Law in the Context of Culture

Classics 304 Roman Law

Economics 352 Public Regulation of Business

**Government 313 The Nature, Functions, and
Limits of Law**

**Government 328 Constitutional Politics: The
United States Supreme Court**

Government 389 International Law

**History 275 Crime and Punishment: The
American Vision from the Puritans to Mickey
Spillane**

**History 318 American Constitutional
Development**

**History 359 The Early Development of
Anglo-American Law**

**History 430 Law and Authority in America:
Freedom, Restraint, and Judgment**

**Near Eastern Studies 341 Evolution of Jewish
Law**

**Near Eastern Studies 252 Islamic Law and
Society**

Philosophy 342 Law, Society and Morality

Philosophy 441 Contemporary Ethical Theory

Philosophy 444 Contemporary Legal Theory (also Law 632)**Sociology 348 Sociology of Law****Sociology 352 Prisons and Other Institutions of Coercion****Sociology 365 Criminology****Center for Applied Mathematics**

The Center for Applied Mathematics administers a broadly based interdepartmental graduate program that provides opportunities for study and research over a wide range of the mathematical sciences. This program is based on a solid foundation in analysis, algebra, and methods of applied mathematics. The remainder of the graduate student's program is designed by the student and his or her special committee. For detailed information on opportunities for graduate study in applied mathematics contact the director of the Center for Applied Mathematics, 275 Olin Hall.

There is no special undergraduate degree program in applied mathematics. Undergraduate students interested in an application-oriented program in mathematics may select an appropriate program in either the Department of Mathematics, the Department of Computer Science, or some department of the College of Engineering.

Medieval Studies

A. B. Groos, director; B. B. Adams, F. M. Ahl, V. T. Bjarnar, R. G. Calkins, J. Cohen, A. M. Colby-Hall, R. T. Farrell, T. D. Hill, J. J. John, R. E. Kaske, N. Kretzmann, G. Mazzotta, G. M. Messing, C. Moron-Arroyo, J. M. Najemy, D. M. Randel, B. Tierney, F. van Coetsem

Undergraduates interested in medieval studies have an opportunity to take courses in the following areas of instruction: medieval Hebrew, Arabic, and Latin; Old English, Middle English, and medieval Irish and Welsh; Old Provençal and medieval French; medieval Spanish and Italian; Old Saxon, Old High German, Middle High German, Gothic, Old Norse (Old Icelandic), and Old Russian; comparative literature, medieval art and architecture, medieval history, Latin paleography, medieval philosophy, musicology, comparative Slavic linguistics, comparative Romance linguistics, and comparative Germanic linguistics. Undergraduates who wish to undertake an independent major or a concentration in medieval studies should consult the director of the program, Professor Groos, 180 Goldwin Smith Hall.

Information for prospective graduate students is contained in the *Announcement of the Graduate School* and in a brochure on medieval studies, which can be obtained from the director.

Freshman Seminars**101 The Literary Adventure of the Middle Ages**

Fall and spring. 3 credits.

Hours to be arranged. (consult Freshman Seminar Program brochure).

102 King Arthur and His Knights

Fall and spring.

3 credits. Hours to be arranged. (consult Freshman Seminar Program brochure).

Related Courses

Courses in various aspects of medieval studies are offered each year in numerous cooperating departments, including Classics, Comparative Literature, English, History, History of Art, Modern Languages and Literatures (including German Literature, Romance Studies, and Russian Literature), Music, Near Eastern Studies, Philosophy, and the Society for the Humanities. An up-to-date listing of the courses offered in each term will be made available at the office of the Department of German Literature (185 Goldwin Smith Hall) as soon as the *Course and Time Roster* is published.

For further information about the courses offered or about the program for independent major in medieval studies, students should contact the program director, Professor A. B. Groos, 180 Goldwin Smith Hall.

Religious Studies

A. W. Wood, chairman; C. M. Arroyo, R. Baer, J. Bishop, J. Boon, R. Calkins, C. Carmichael, K. Clinton, J. Cohen, M. Colacurcio, M. Collins, A. Grapard, J. John, T. Kirsch, N. Kretzmann, S. O'Connor, D. Owen, D. Powers, D. Randel, C. Strout, B. Tierney

Religious studies is an interdisciplinary program reflecting a wide variety of academic interests and disciplines. The intention of the program is to provide a formal structure for the study of the religions of mankind at the undergraduate level. A student may fulfill the requirement for a concentration in religious studies by completing a minimum of four courses that have been approved by an adviser in the area of concentration. The program is administered by a committee; the chairman is Professor Wood, 327 Goldwin Smith Hall.

Courses in religious studies are offered in the Department of Anthropology, Archaeology, Asian Studies, Classics, Comparative Literature, English, History, History of Art, Natural Resources, Near Eastern Studies, Philosophy, and Romance Studies.

Russian and Soviet Studies Major

G. Staller, chairman; M. G. Clark, W. Galenson, and G. J. Staller, (economics); A. Senkevitch (architecture); M. Rush, (government); W. M. Pintner (history); U. Bronfenbrenner (psychology); P. Carden, C. Emerson, G. Gibian, N. Perlina, and S. Senderovich, and A. Zholkovsky, (Russian literature); L. H. Babby, E. W. Browne III, R. L. Leed, and A. Nakhimovsky (Slavic linguistics)

The major in Russian and Soviet studies has the following requirements:

- 1) Qualification in Russian.
- 2) At least one course relating to Russia, at the 200 level or above, in each of the following departments: government, economics, history, and Russian literature. (A course in another department may be substituted for one of the above with the consent of the major adviser.)
- 3) At least three additional courses, at the 300 level or above, in one of the following departments: government, history economics, or Russian literature. These courses shall be selected in consultation with the student's adviser and shall be approved as appropriate for a major in Russian and Soviet studies.

Each student majoring in Russian and Soviet studies will be assigned a major adviser in the department of his or her special interest who is also a specialist on Russia.

Program on Science, Technology, and Society

Dr. Walter R. Lynn, director, 632A Clark Hall, 256-3810.

The Program on Science, Technology, and Society (STS) is an academic unit that engages in teaching and research involving the interactions of science and technology with social and political institutions. In collaboration with other University departments and centers, the STS Program participates in the development of interdisciplinary courses at both the graduate and undergraduate level. These courses are designed to synthesize the perspectives of several academic disciplines in the analysis of relationships between science and technology on one hand, and today's society on the other. Current course and research topics include science, technology, and public policy; biology and society; technology assessment; arms control and national defense policies; energy policy; environmental policy and ethics; health and safety regulation; biomedical ethics; science policy; science and technology for development; scientific and technological literacy; citizen participation in technical decision making. The program draws its students, faculty and research staff from the various divisions of the University.

Biology and Society Major

Developed initially by STS, the undergraduate curriculum in biology and society is a major in the College of Arts and Sciences; it is also offered as an optional curriculum for undergraduates entering the General Studies Program of the New York State College of Agriculture and Life Sciences.

Graduate Studies

STS does not enroll students for advanced degrees. Rather, the program cooperates with departments in the various colleges to facilitate curriculum development and research interests in the interrelations of science, technology, and social policy. Faculty members in the program are also members of graduate fields of study such as anthropology, city and regional planning, ecology, the various engineering fields, government, philosophy, sociology, and toxicology. It is possible to undertake research and course work in the area of science, technology and society within one of the aforementioned fields, as well as others. A minor concentration in science and technology policy is available within the graduate minor field of public policy and a minor field of biology and society is currently being considered. Studies in peace science can be pursued as a major concentration within the Field of Economics. Further information about these graduate programs may be obtained by contacting the Graduate School.

STS courses are cosponsored by the University academic departments. The titles and numbers of these courses are listed below; for course content and other details, refer to the listings of the particular cosponsoring department. Further information concerning the program, including a list of STS-related courses offered throughout the University and information concerning individualized courses of study, may be obtained from the program office, 632 Clark Hall (telephone 256-3810).

Related courses in other departments

Biomedical Ethics (Biological Sciences 205 and Philosophy 245)

[The Politics of Technical Decisions (Graduate Seminar) (City and Regional Planning 541, Government 628, and Business and Public Administration NPA 515) Not offered 1981–82.]

Social Implications of Technology (Engineering C&EE B305)

Environmental Law (Engineering C&EE B615)

Urban Affairs Laboratory (Government 312)

Science, Technology, and Law (Law 796)

Technology and Social Change (Rural Sociology 424)

International Politics of Energy (Government 490)

History of Biology (History 287 and Biological Sciences 201)

Environmental Ethics (Biological Sciences 206 and Philosophy 246)

Science and Human Nature (Philosophy 286)

Technology, Society, and the Human Condition (Engineering, Mechanical and Aerospace Engineering 302)

Seminar in Technology Assessment (Engineering C&EE B416 and College Scholar 464)

The Impact of Control of Technological Change (City and Regional Planning 440, Economics 302, and Government 302)

Social and Political Studies of Science (Sociology 355 and City and Regional Planning 442)

Science, Technology, and Human Needs (DEA 232)

History of Biology (History 288 and Biological Sciences 205)

The Population Biology of Health and Disease (Veterinary Medicine 330)

[Politics of Technical Decisions II (City and Regional Planning 542, Government 629, and Business and Public Administration NPA 516) Instructor will notify students if course will be offered spring 1982.]

[The Computerized Society (Computer Science 305) Not offered fall 1981.]

[International Law (Government 389) Not offered fall 1981.]

[Sociology of Science and Technology (Sociology 255) Not offered fall 1981.]

[Science, Technology, and Public Policy (Business and Public Administration NPA 405 and Government 426) Not offered spring 1982.]

[Social History of Western Technology (History 380) Not offered spring 1982.]

Social Relations Major

Prof. Robin M. Williams, Jr., director of undergraduate studies, 342 Uris Hall, 256–4266

The major in social relations is offered jointly by the Department of Anthropology and the Department of Sociology. It provides the student with basic competence in cultural anthropology, social

psychology, and sociology, and gives particular emphasis to the common methods of research in these disciplines. The student is expected to obtain a grasp of the common interests and unique insights of the three disciplines, and in the senior Social Relations Seminar is expected to integrate aspects of their theory and data.

Students seeking admission to the program should apply to the Social Relations Committee, 323 Uris Hall. Candidates should have completed the following prerequisites: (a) either a course in sociology or Anthropology 201; (b) either Psychology 101 or 128 or Sociology 280; and (c) either Sociology 325 or Industrial and Labor Relations 210 or an equivalent course.

The Major

The major calls for a minimum of 35 credits of course work as follows:

- 1) Three pairs of other combinations of related courses at the 300 level or above, to be selected in consultation with the major adviser (these six courses must include two courses from each of the following disciplines: anthropology, social psychology, sociology);
- 2) At least one course in methods, to be selected from the following: anthropological methods, techniques of experimentation (psychology), methods of sociology, advanced psychological statistics, philosophy of science or of social science, or advanced statistics (such as Industrial and Labor Relations 311);
- 3) At least one course in theory related to social relations; and
- 4) The senior seminar in social relations (Sociology 497 or Anthropology 495).

A list of the courses that may be used to satisfy the requirements for a major in social relations is available from any of the major advisers.

Society for the Humanities

(A. D. White Center for the Humanities)
Eric A. Blackall, director. Fellows for 1981–82: Moshe Barasch (The Hebrew University of Jerusalem), Sander L. Gilman (Cornell University), Donald K. Hedrick (Kansas State University), Robin F. Miller (Harvard University), Rudolf Wagner (Free University of Berlin), Geoffrey Waite (University of Iowa), Rainer Warning (University of Munich), Peter Williams (University of Edinburgh), Neal Zaslav (Cornell University)

The Society awards annual fellowships for research in the humanities in three categories: senior fellowships, faculty fellowships, and junior postdoctoral fellowships. The fellows offer, in line with their research, informal seminars intended to be exploratory or interdisciplinary. Unlike other courses, the seminars offered by the Society begin the second week of each semester. These seminars are open to graduate students and suitably qualified undergraduates. Students wishing to attend should telephone the center (256–4725) early in the first week of the term to arrange a short interview with the fellow offering the course. There are no examinations, and it is at the discretion of the fellow whether to require only oral reports, or, in addition, a research paper. Students wishing credit for the course should formally register in their own college. Persons other than those officially enrolled may attend as visitors with permission of the fellow.

All seminars are held in the A. D. White Center for the Humanities, 27 East Avenue.

Frederick G. Marcham Scholar Program. Each year the Frederick G. Marcham Scholar Program supports a special seminar program. For information contact Anne-Marie Garcia, Society for the Humanities (256–4086).

101 Freshman Seminar: Science as Literature Fall and spring. 3 credits.

T R 10:10–11:25. J. Lumley.
Robert Ornstein claims that science turns the impossible into the boring. Einstein contends that science, in its purest form, uncovers "the grandeur of reason incarnate in existence." In readings ranging from Darwin to Einstein to Asimov, we shall try to discover how a discipline can be so variously defined and described.

102 Freshman Seminar: Science as Literature Spring. 3 credits.

M W F 9:05. J. Lumley.
Man's rational perception of his place in nature frequently clashes with his emotional need to elevate himself above nature. In the last 350 years, science has had the uncomfortable habit of dethroning him as master of the universe. In this course, with readings from Galileo, Darwin, and Freud, we shall follow man's journey from a position of dominance in a geocentric, divinely ordered universe to that of a genetically programmed organism in a decaying biosystem. We shall examine how well, or how completely, he has accommodated his dreams to the new worlds born of science.

381–382 Law and Social Change in Early Modern England (The Frederick G. Marcham Seminar) 381, fall; 382, spring. 4 credits each term.

Fall: M W 2:30–3:45. Spring: irregular class meetings; students will pursue independent work in consultation with the instructors, and the class will meet for presentations by visiting scholars and members of the class. L. Bonfield and C. Holmes.
An exploration of the relationships between social and political development in England from the fifteenth through the eighteenth centuries, and the transformation of the substantive rules of law and the institutional structure for their administration. The class will examine some general theoretical statements concerning the social springs of legal change, then, in the light of these, will engage in a detailed examination of the English legal system in the early modern period, with particular reference to commercial, constitutional and property law.

413–414 Renaissance Spectating: Audience as Artifice 413, fall; 414, spring. 4 credits each term.

W 1:25–3:10. D. Hedrick.
A ranging study of the experience of audiences of the Renaissance arts. To selected works and specialties of seminar participants we will apply Renaissance and contemporary theory about audience strategies, including notions from psychology, language philosophy, and literary theory. Finding analogues among literary, nonliterary, and nonartistic conventions, with some emphasis on Elizabethan drama and the development of represented conversation, we will explore significant audience divisions: by class, gender, morality, and familiarity; audienceless art; audiences as participants.

415 The Gothic Novel Fall. 4 credits.

R 1:25–3:10. R. Miller.
The Gothic novel should not be dismissed as pulp fiction dealing solely with "unspeakable terrors" and "dark labyrinths." Students will examine in these novels the merging of comic realism with fantasy, of the genuinely tragic with the sentimental, of the horrid with the beautiful. We shall consider the textual and the historical reasons for the immense popular success of these novels, which were literally "read to pieces."

416 The Confession: Rhetoric and Morality Spring. 4 credits.

R 1:25–3:10. R. Miller.
Many writers (such as Diderot, Gogol, and Dostoevsky), recognizing the problematic nature of the confession, have made use of it to exploit and portray textual and moral paradoxes. Others (such as St. Augustine, Montaigne, Rousseau, and Tolstoy), who understood the double-edged nature of this

genre, still undertook to find genuine expression within it. We shall study literary confessions (both fictional and autobiographical) from the standpoint of the audience—whether that audience is actual, fictive, or composed to some aspect of the author's own being.

417 The Role of Literature as Presented in Post-1949 Chinese Writing Fall. 4 credits.

M 3:35–5:20. R. Wagner.
The seminar will study highly acclaimed and highly controversial short stories of the period 1956–58 and the period since 1976 (Wang Meng, Liu Binyan, and others) to look for the self-assessment of literature and its role embodied in the stories. The literary material will be subjected to a political analysis extracting on a conceptual level what is embodied concretely in characters and plot. Given the highly politicized structure of the literary field the educational, political, and behavioral patterns embodied in the story will be confronted with explicit political statements by the leadership.

418 Cog or Scout: Functional Concepts of Socialist Literature Spring. 4 credits.

M 3:35–5:20. R. Wagner.
Two different functional concepts of literature in socialist states of the Leninist type (China, Soviet Union, and GDR) will be studied. Both the theoretical writings and actual texts (mostly in translation) will be examined with the purpose of extracting a general (non-comparative structural) assumption about the mechanisms which lead to the fluctuations between 'liberal' and 'dogmatic' attitudes of the leadership vis-a-vis literature. The traditional 'orthodoxy vs. dissidents' paradigm will be reconsidered.

419 Conventions of Expression in Renaissance Art Fall. 4 credits.

W 3:35–5:20. M. Barasch.
A discussion of the formal conventions and motifs employed in depicting character and emotion. Particular attention will be given to postures, gestures, and physiognomic types. The interaction of rhetorics, poetics, and the theory of the visual arts with workshop practices in appealing to the beholder. The adjustment of the means of expression to the different types and levels of audience.

420 Nineteenth-Century French Realism and Modern Discourse Theory Spring. 4 credits.

W 3:35–5:20. R. Warning.
The course will deal mainly with Stendhal. The theoretical basis proposed will be the relevant approaches of Foucault, Lotman, and Bakhtin. Bakhtin's concentration on the dialogic principle in fiction will be used to relate the work in this seminar to the announced focal theme of the Society.

421–422 The Reception of the Idea of the Woman in the Late Nineteenth Century 421, fall; 422, spring. 4 credits each term.

T 3:35–5:20. S. Gilman.
The course will survey the reception of the idea of the "female" in nineteenth-century philosophy (Schopenhauer, Nietzsche, Andreas-Salome); opera (Wagner, Bizet, Strauss); literature (Flaubert, Fontane, Wilde, Ibsen); art (Klimt, Klinger); medicine (Krafft-Ebing, Lombroso, Freud); physical anthropology and biology (Blumenbach, Darwin, Haeckel); and sociology (Engels, Weber). Central to the course will be the reception of these thinkers and creative artists by the public of their times. The focus will be on the contemporary reception of these works in Germany, England, France, and the United States. Reading knowledge of French or German would be helpful, but is not essential.

423 Music in Society in Western Europe in the Second Half of the Eighteenth Century Fall. 4 credits.

T 1:25–3:10. N. Zaslaw.
Close reading of dozens of eighteenth-century texts in order to understand the nature of private and public music making two centuries ago and the

writers' attitudes toward the music. Open to upperclassmen and graduate students with a good reading knowledge of at least one western European language.

424 The Symphonies of Mozart Spring. 4 credits.

T 1:25–3:10. N. Zaslaw.
An investigation of source problems, problems of authenticity, style analysis, performance practice, and audience reception of the more-than-sixty symphonies attributed to Mozart. Open to undergraduates who have completed Music 352, to graduate students in music, and to others with permission of the instructor.

425–426 Nietzsche: Aspects of His Reception

425, fall; 426, spring. 4 credits each term. Reading knowledge of German or French would be helpful but is not essential.

R 3:35–5:20. G. Waite.
Selected published and unpublished texts drawn from different periods of Nietzsche's writing will be examined carefully and treated from the general perspective of current reception theories. We shall study specific, representative ways that Nietzsche has been received by a number of often radically conflicting ideologies and methodologies, including the following: political theory on the Right and on the Left (Baumeister and the Nazis; Glucksmann and New Philosophy; Western Marxism of Lukács and of the Frankfurt School; recent Soviet analysis); Existentialism (Jaspers and Camus); Analytic Philosophy (Danto); Christian theology and the problem of nihilism (Küng); Hermeneutics (Heidegger; Ricoeur); Individual Psychology (Adler); Post-Structuralism (Derrida); literary criticism and Deconstruction (de Man); and Nietzsche and literature (Thomas Mann). In addition, the seminar will advance a theory of Nietzsche's rhetoric and ideology in the attempt to understand critically his writing and the complex history of its reception.

428 The Interpretation of J. S. Bach's Keyboard Music Spring. 4 credits.

M 1:25–3:10. P. Williams.
Though such a theme suggests (for players and non-players alike) a technical and advanced approach to a unique corpus of music, in studying it seminar-members would find many broader issues involved: the nature of performance in general, the limits of notation, the purpose of music, its relationship to instruments of the period, the composer's beliefs, the character of orthodox Lutheranism, and the need for both player and historian to rid his ideas of anachronism.

433–434 Guided Reading Fall and spring. 2 credits each term.

435–436 Guided Research Fall and spring. 4 credits each term.

South Asia Program

G. B. Kelley, director; R. D. Colle, A. T. Dotson, E. C. Erickson, J. W. Gair, M. D. Glock, D. Holmberg, M. Katzenstein, F. Kayastha, K. A. R. Kennedy, G. B. Kelley, R. D. MacDougall, K. March, G. W. Messing, S. J. O'Connor, T. T. Poleman, N. Uphoff

The South Asia Program exists to encourage and correlate teaching and research in South Asian studies dealing with Bangladesh, India, Nepal, Pakistan, and Sri Lanka (Ceylon). The program faculty includes members from a number of disciplines. Undergraduates with a special interest in South Asia may major in Asian studies with a concentration in South Asia. Languages regularly offered are Hindi, Sinhalese, Tamil, Telugu and Urdu. Cornell is a charter member of the American Institute of Indian Studies (AIIS) and undergraduates, as well as graduate students, are eligible for AIIS three-month summer or nine-month intensive language programs in India. For courses available in South Asia and details on the major, see the

Department of Asian Studies listing in this volume. Students wishing further information should see the director, South Asia Program, 130 Uris Hall.

Southeast Asian Program

S. J. O'Connor, director; B. R. Anderson, R. Barker, M. L. Barnett, J. A. Boon, E. W. Coward, A. B. Griswold, M. Hatch, F. E. Huffman, R. B. Jones, G. McT. Kahin, A. T. Kirsch, S. J. O'Connor, J. T. Siegel, J. U. Wolff, O. W. Wolters, D. K. Wyatt

Southeast Asia Studies at Cornell is included within the framework of the Department of Asian Studies. Fifteen full-time faculty members in the Colleges of Arts and Sciences and Agriculture and Life Sciences participate in an interdisciplinary program of teaching and research on the history, culture, and societies of the region stretching from Burma through the Philippines. Courses are offered in such fields as agricultural economics, anthropology, and rural sociology. Instruction is also offered in a wide variety of Southeast Asian languages: Burmese, Cambodian, Cebuano (Bisayan), Indonesian, Javanese, Tagalog, Thai, and Vietnamese. Intensive instruction is offered in the Full-Year Asian Language Concentration (FALCOLN) in Indonesian at the beginning and intermediate levels. The formal program of study is enriched by a diverse range of extracurricular activities including an informal weekly luncheon seminar, the concerts of the Gamelan Ensemble, and public lectures. The John M. Echols Collection on Southeast Asia in Olin Library is the most comprehensive collection in America on this part of the world.

Undergraduates may major in Asian Studies with a focus on Southeast Asia and its languages, or they may elect to take a concentration in Southeast Asia Studies by completing 15 credits of course work. Students interested in exploring these opportunities should consult the Director, Southeast Asia Program, 120 Uris Hall.

Women's Studies Program

S. Bem, director; D. Bem, F. Berger, J. Blackall, R. Boyd, L. Brown, J. Brumberg, S. Buck-Morss, I. Ezergailis, J. Farley, J. Fortune, J. Gerner, D. Holmberg, B. J. Isbell, M. Jacobus, M. Katzenstein, B. Koslowski, S. McConnell-Ginet, K. March, M. B. Norton, E. Regan, M. Rivchin, S. Siegel, J. Sweeney, L. Waugh

Staff and community members: L. Abel, Z. Eisenstein, L. Lavine, J. T. McHugh, J. Ormondroyd, R. Siegel, C. Williams, C. York
Student members: G. Birnbaum, E. Emling, N. Glazener, L. McElroy, E. Polakoff, V. Skinner, C. Widmer

Women's Studies, a University program in the College of Arts and Sciences, has three goals: to encourage the development of teaching about women and sex roles for women and men; to examine assumptions about women in various disciplines and to develop, systematize, and integrate back into the disciplines new knowledge about women; and to cooperate in public service activities with the extension division of the University.

The program is guided by a board composed of faculty and students at Cornell and members of the Cornell and Ithaca communities who have an intellectual interest in women's studies. Program facilities in Uris Hall including reading room, informal lounge, and seminar room are open to all interested students and faculty.

Program Offerings

Undergraduate students in the College of Arts and Sciences wishing to major in women's studies can design their own major through the College Scholar or Independent Major Programs. Any graduate student in the University may elect a women's studies

minor. Students interested in either major or minor should obtain further information from the Women's Studies office, 332 Uris Hall.

The program typically sponsors a biweekly noncredit seminar for students and faculty to facilitate sharing of knowledge across disciplinary lines. During the academic year the program also sponsors frequent public lectures dealing with social, political, and intellectual issues in women's studies.

Distribution Requirements

Distribution requirements are satisfied by any two Women's Studies courses in any of the following categories:
Social Sciences: 238, 244, 277, 321, 353, 422, 671, 685, plus past courses with approval.
History: 238, 326, 363, 426, 626, 627, plus past courses with approval.
Humanities: 248, 249, 399, 451, 478, 479, 483, plus past courses with approval.

Courses

Keeping in mind that women's studies is interdisciplinary, it is useful to distinguish six core areas of foci within the program: ideology and culture, institutions and society, history, literature and the arts, psychology and human development, and natural sciences.

The program offers undergraduate and graduate courses in all of the core areas, both independently and in cooperation with other departments. Women's studies courses are grouped into four categories to assist students in selecting the level or degree of specialization suited to their program:

- I) Freshman seminars
- II) General courses (which provide a general introduction to a broad subject area or core focus within women's studies)
- III) Specialized courses and seminars (which have smaller enrollments and focus upon more specialized topics within each of the core areas)
- IV) Related courses and seminars (which need not focus exclusively upon women's studies issues, but include significant consideration of sex differences, feminist criticism, or gender).

I. Freshman Seminars

103 Writing as Women (also English 104) Fall and spring. 3 credits.

M W F 12:20. Staff.

Students explore their experience as girls and women through introspective, autobiographical writing. In seminars and individual conferences we stress development of a clear, individual writing style. Students critique each other's papers and discuss a variety of writing—short fiction, essays, poetry, journals, interviews—from a wide selection of 20th century women writers, including Adrienne Rich, Virginia Woolf, Toni Morrison, Tillie Olsen, and Maxine Hong Kingston, among others.

[104 Women and Social Transitions in the Twentieth Century (also Asian Studies 101)] Spring. 3 credits.

B. deBary. Not offered 1981–82.]

[105 Feminine and Masculine Ideals in Japanese Culture (also Asian Studies 105)] Fall. 3 credits.

K. Brazell. Not offered 1981–82.]

[107 The Family in American History (also History 107)] Spring. 3 credits. M. B. Norton. Not offered 1981–82.]

II. General Courses

214 The Biological Basis of Sex Differences (also Biological Sciences 214) Spring. 3 credits.
Prerequisite: one year of introductory biology.
M W F 9:05. J. E. Fortune.

The structural and functional differences between the sexes are examined. Emphasis is placed on mechanisms of mammalian reproduction and special attention is given to human studies, where possible. Current evidence on the effects of gender on nonreproductive aspects of life (behavior, mental and physical capabilities) is discussed. The course is intended to provide students with a basic knowledge of reproductive endocrinology and with a basis for objective evaluation of sex differences in relation to contemporary life.

[244 Language and the Sexes (also Linguistics 244)] Spring. 4 credits. Prerequisites: Linguistics 101, 111, Psychology 215 or permission of instructor. S. McConnell-Ginet. Not offered 1981–82.]

249 Feminist Issues in Nineteenth- and Twentieth-Century Literature (also English 248) Spring. 4 credits.

M W F 1:25. M. Jacobus.

An introductory course in writing by and about women, exploring the relation between women, literature, and feminism. There will be five main areas of concern: work and home; education and marriage; sexuality; motherhood; and the women artist or writer herself. Readings will include novels by Charlotte Brontë, Charles Dickens, George Eliot, Thomas Hardy, Virginia Woolf, Sylvia Plath, Margaret Atwood, and Adrienne Rich, as well as a variety of texts drawn from writers on women and feminism from Mary Wollstonecraft to the present day.

277 Psychology of Sex Roles (also Psychology and Sociology 277) Spring. 3 or 4 credits.

Prerequisite: an introductory psychology course.

T R 2:30–4. S. Bem.

Addresses the question of why and how adult women and men come to differ in their overall life styles, work and family roles, personality patterns, cognitive abilities, etc. This broad question is examined from five perspectives: (a) the psychoanalytic perspective (b) the biological perspective; (c) the historical and cultural evolutionary perspective; (d) the child development perspective; and (e) the social-psychological and contemporaneous perspective. Each of these perspectives is also brought to bear on more specialized phenomena relating to the psychology of sex roles, including psychological androgyny, women's conflict over achievement, the male sex role, egalitarian marriage relationships, gender-liberated child rearing, female sexuality, homosexuality, and transsexualism.

321 The Anthropology of Women and Gender (also Anthropology 321) Fall. 4 credits.

M W F 2:30. K. March and D. Holmberg.

An introduction to the study of sex roles cross-culturally and to anthropological theories of sex and gender. The course examines various aspects of the place of the sexes in social, political, economic, ideological, and biological systems to emphasize the diversity in gender and sex role definition around the world.

[326 Women in American Society, Past and Present (also History 326)] Spring. 4 credits.

M. B. Norton. Not offered 1981–82.]

[353 Women and Politics (also Government 353)] Spring. 4 credits. M. Katzenstein. Not offered 1981–82.]

III. Specialized Courses and Seminars

238 The Historical Development of Women as Professionals, 1800–1980 (also Sociology 238 and HDFS 258) Fall. 3 credits. Students in endowed units must register for Women's Studies or Sociology 238.

T R 2:30–4. J. Brumberg.

The historical evolution of the female professions in America (midwifery, nursing, teaching, librarianship, prostitution, home economics and social work) as well as women's struggles to gain access to

medicine, law, the clergy, the academy. Lectures, reading and discussion are geared to identifying the cultural patterns which fostered the conception of gender-specific work and the particular historical circumstances which created these different work opportunities. The evolution of "professionalism" and the consequences of professionalism for women, family structure, and American society is also discussed.

248 Major Nineteenth-Century Women Novelists (also English 247) Fall. 4 credits.

M W F 1:25. J. Blackall.

This course gives particular attention to the biographical and social circumstances surrounding the novels, their critical reception within their own time, and the themes and subject matter that women novelists elected to write about. The reading includes masterworks and certain other works that exerted a major imaginative influence on contemporary readers. Readings for 1981 are: Austen, *Persuasion*; C. Brontë, *Jane Eyre*; E. Brontë, *Wuthering Heights*; Gaskell, *Mary Barton*; Stowe, *Uncle Tom's Cabin*; Eliot, *The Mill on the Floss*; Gilman, "The Yellow Wallpaper"; Chopin, *The Awakening*; Wharton, *Ethan Frome*; and a twentieth-century imaginative sequel to *Jane Eyre*, Jean Rhys's *Wide Sargasso Sea*.

[363 Women in Classical Greece and Rome (also Classics 363)] Spring. 4 credits. L. Abel. Not offered 1981–82.]

399 The Divided Self in Women's Writing (also Comparative Literature 399) Fall. 4 credits.

T R 10:10–11:25. I. Ezergailis.

A thematic and structural investigation of women's writing to explore the tension between the highly developed self-awareness of narrator and/or heroine and the desire for wholeness. We will trace some of the ways in which women writers have tried to resolve or transcend this problem of identity by retreat, acceptance, or new synthesis. The list of authors includes Virginia Woolf, Doris Lessing, and Sylvia Plath as well as translations of contemporary German women novelists.

422 Special Problems in the Anthropology of Women and Gender (also Anthropology 422) Fall. 4 credits. Prerequisite: Women's Studies 321 (Anthropology 321) or permission of instructor.

R 2:30–4:25. D. Holmberg.

Each year this seminar focuses upon a particular area of concern within the anthropology of women, building upon the work done in Women's Studies and Anthropology 321. The topic for 1981 is the position and meaning of women in practices associated with witchcraft, shamanism, spirit possession, and curing. The approach is comparative and considers these beliefs and practices ethnographically and historically in Western and non-Western societies.

426 Undergraduate Seminar in Early American History (also History 426) Fall. 4 credits.

Prerequisite: permission of instructor. Preference will be given to students who have completed Women's Studies 326 (History 326), Women's Studies 238 (Sociology 238 and HDFS 258), or Women's Studies 438.

T 2:30–4:25. M. B. Norton.

Topic for 1981: Women in early America.

451 Twentieth-Century Women Writers (also English 451 and 651) Spring. 4 credits.

W 2:30–4:25. B. Rosecrance.

A consideration of selected fiction by British women writers from the turn of the century to the present day, including writers of English, Irish, Australian, Canadian, and South African origin. Critical study of stories and novels will emphasize evolutions in the craft and artistic consciousness of women writers in this period. We will draw upon works of such writers as Sarah Grand, Olive Schreiner, Ada Leverson, Dorothy Richardson, Virginia Woolf, Katherine Mansfield, Elizabeth Bowen, Jean Rhys, Barbara Pym, Rebecca West, Christina Stead, Iris Murdoch,

Doris Lessing, Nadine Gordimer, Margaret Atwood, Margaret Drabble, Antonia (Drabble) Byatt, and Susan Hill. The emphasis will be on lesser-known novelists within the earlier period and on both well- and lesser-known contemporary writers.

478 Women and Writing (also English 478) Fall. 4 credits.

M W F 11:15. M. Jacobus.

The course will focus on works by and about women, clustering in four main areas: Romanticism and after (Mary Wollstonecraft, Mary Shelley, Emily Brontë), Victorians (Charlotte Brontë, Tennyson, Elizabeth Barrett Browning), the New Woman Fiction of the 1890s (Hardy, Olive Schreiner, Ibsen), and Modernists (Gertrude Stein, Katherine Mansfield, Virginia Woolf). The aim will be twofold: first, to consider questions about women's writing (the existence of a female literary tradition, the specificity of women's writing, the conditions under which they wrote) and the representation of women and women's issues in prose and poetry; and second, to complement an examination of the sexual and political ideology reproduced in literature with readings from important feminist documents and with current theoretical work (in England, America, and France) toward developing a specifically feminist critique.

479 On Reading Women Poets (also English 479) Spring. 4 credits.

T R 12:20. S. Siegel.

An examination of the traditional controversy over whether or not reading, writing, and gender are related to one another. Detailed study of the autobiographical, critical, and poetic writings of Amy Lowell, Hilda Doolittle, Marianne Moore, Sylvia Plath, and Adrienne Rich. The seminar will consider salient departures from conventional poetic modes and themes and the pressures each poet has felt to be significant in her attempt to shape herself, her aesthetic, and her poetry. Discussion will begin with a specific question which will recur throughout the semester: How would Virginia Woolf have read these poets?

[483 Feminism and French Literature (also French 483)] Fall. 4 credits. N. Furman. Not offered 1981-82.]

499 Directed Study Fall or spring. Variable credit. Prerequisite: one course in women's studies and permission of a faculty member of the Women's Studies Executive Board.

Hours to be arranged. Staff.

[626 Graduate Seminar in the History of American Women (also History 626)] Fall. 4 credits. M. B. Norton. Not offered 1981-82.]

627 Graduate Seminar in the History of American Women (also History 627) Spring. 4 credits. M 2:30-4:25. M. B. Norton.

[671 Toward a Feminist Social Theory (also Government 670)] Spring. 4 credits. S. Buck-Morss. Not offered 1981-82.]

685 Seminar in Sex Differences and Sex Roles (also Psychology and Sociology 685) Fall. 4 credits. Prerequisite: permission of instructor. Hours to be arranged. S. Bem.

796 Women and the Law (also Law 796) Spring. 3 credits. Prerequisite: permission of instructor. Hours to be arranged. Staff.

IV. Related Courses and Seminars

305 Psychological Anthropology (also Anthropology 305) Fall. 4 credits.

M W F 11:15. B. J. Isbell.

A consideration of problems selected to illustrate the mutual relevance of psychology and anthropology,

concentrating on cross-cultural studies of cognitive and social development, with an emphasis on comparisons of socialization of sex roles.

357 American Families in Historical Perspective (also Sociology and HDFS 359) Spring. 3 credits. Prerequisite: HDFS 150 or one 200-level social science or history course. Students in endowed units must register for Women's Studies 357 or Sociology 359.

T R 2:30-4. J. Brumberg.

An introduction and overview of problems and issues in the historical literature on American families and the family life cycle. Reading and lectures will demonstrate the pattern of American family experience in past time, focusing on class, ethnicity, sex and region as important variables. Analysis of the private world of the family in past time will deal with changing cultural conceptions of sexuality, sex roles, generational relationships, stages of life and life events. Students will be required to do a major research paper on the history of their family, covering at least two generations, and demonstrating their ability to integrate life-course development theory, data drawn from the social sciences, and historical circumstances.

456 Edith Wharton, Willa Cather, and Eudora Welty (also English 456) Spring. 4 credits.

Hours to be arranged. J. Blackall.

A representative selection of the best fiction of three distinguished American women writers with particular regard to their practice of the craft of fiction and their achievements as regionalist writers. Reading prospectively to include Wharton, *The House of Mirth*, *Ethan Frome*, "The Bunner Sisters," and *The Age of Innocence*; Cather, *My Antonia*, *A Lost Lady*, *The Professor's House*, and *Death Comes for the Archbishop*; Welty, *The Robber Bridegroom*, *The Optimist's Daughter*, and selected short stories. A discussion course, with several short papers and a longer essay.

463 The Repressed Feminine in the Writings of Marx (also Government 466) Fall. 4 credits.

T R 12:20-1:35. S. Buck-Morss.

467 Current Topics in Political Philosophy (also Government 467) Fall. 4 credits.

W 2:30-4. D. Meyers.

This course explores the philosophical dimensions of current political issues. Topics vary but could include equal opportunity, capital punishment, free speech, and the like. Emphasis is placed on careful analysis of issues and methods of normative justification. The topics for 1981 are equal opportunity and civil disobedience. In considering equal opportunity, we will study alternative approaches to justice, the wrong of discrimination, the idea of social responsibility, the justifiability of different programs aiming to compensate for past discrimination. In exploring the problem of civil disobedience, we will ask what is the basis of political authority, why we are obligated to obey the law, what is the difference between civil disobedience and rebellion, and how civil disobedience can be justified.

[759 Virginia Woolf (also English 759)] Spring. 5 credits. Prerequisite: permission of instructor. S. Siegel. Not offered 1981-82.]

Related Courses offered in Other Departments

Dress: A Reflection of American Women's Roles (Design and Environmental Analysis 245) Fall. 3 credits. A. Racine.

The Family in Modern Society (Human Development and Family Studies 150) Fall. 3 credits. E. Kain.

Human Sexuality: A Psychosocial Perspective (Human Development and Family Studies 315) Fall and spring. 3 credits each term. Staff.

Theories of Adult Interpersonal Relationships (Human Development and Family Studies 358) Fall. 3 credits. H. Feldman.

Families and Social Policy (Human Development and Family Studies 456) Fall. 3 credits. P. Moen.

The Reception of the Idea of Woman in the Late Nineteenth Century (Society for the Humanities 420-422) Fall and spring. 4 credits each term. S. Gilman.

Faculty Roster

Abrams, Meyer H., Ph.D., Harvard U. Class of 1916
Professor of English, English
Adams, Barry B., Ph.D., U. of North Carolina. Prof., English
Ahl, Frederick M., Ph.D., U. of Texas at Austin. Prof., Classics
Albrecht, Andreas C., Ph.D., U. of Washington. Prof., Chemistry
Aldrich, Howard E., Ph.D., U. of Michigan. Prof., Industrial and Labor Relations/Sociology
Allison, Paul, Ph.D., U. of Wisconsin. Assoc. Prof., Sociology
Ambegaokar, Vinay, Ph.D., Carnegie Inst. of Technology. Prof., Physics/LASSP
Ammons, Archie R., B.S., Wake Forest Coll. Goldwin Smith Professor of Poetry, English
Anderson, Benedict R., Ph.D., Cornell U. Prof., Government
Archer, Richard J., M.A. U. of Missouri at Kansas City. Asst. Prof., Theatre Arts
Arroyo, Ciriaco M., Ph.D., U. of Munich. Emerson Hinchliff Professor of Spanish Literature, Romance Studies
Ascher, Robert, Ph.D., U. of California at Los Angeles. Prof., Anthropology
Ashcroft, Neil W., Ph.D., Cambridge U. Prof., Physics/LASSP
Ashford, Douglas E., Ph.D., Princeton U. Prof., Government
Austin, William W., Ph.D., Harvard U. Goldwin Smith Professor of Musicology, Music
Babby, Leonard H., Ph.D., Harvard U. Prof., Modern Languages and Linguistics
Bacharach, Samuel B., Ph.D., U. of Wisconsin. Assoc. Prof., Industrial and Labor Relations/Sociology
Bahti, Timothy H., Ph.D., Yale U. Asst. Prof., Comparative Literature
Baird, Barbara, Ph.D., Cornell U. Asst. Prof., Chemistry
Baugh, Daniel A., Ph.D., Cambridge U. Assoc. Prof., History
Becker, Victor A., M.F.A., Brandeis U. Asst. Prof., Theatre Arts
Beckwith, Steven V. W., Ph.D., California Inst. of Technology. Asst. Prof., Astronomy/CSRP
Bem, Daryl J., Ph.D., U. of Michigan. Prof., Psychology
Bem, Sandra L., Ph.D., U. of Michigan. Prof., Psychology/Women's Studies
Bennett, John G., Ph.D., U. of Michigan. Asst. Prof., Philosophy
Béreaud, Jacques, Doctorat d'Univ., U. of Lille. Prof., Romance Studies
Berkelman, Karl, Ph.D., Cornell U. Prof., Physics/LNS
Bernal, Martin G., Ph.D., Cambridge U. Assoc. Prof., Government
Bernstein, Alvin H., Ph.D., Cornell U. Assoc. Prof., History
Berstein, Israel, Candidate in Physico-Mathematical Sciences, Roumanian Academy. Prof., Mathematics
Bilson, Malcolm, D.M.A., U. of Illinois. Prof., Music
Bishop, Jonathan P., Ph.D., Harvard U. Prof., English
Blackall, Eric A., Litt.D., Cambridge U. Jacob Gould Schurman Professor of German Literature, German Literature
Blackall, Jean F., Ph.D., Harvard U. Prof., English
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